

Planning for Additional Language and Literacy Block

Teacher Handout







Additional Language and Literacy Block: Grade 4: Module 2: Unit 2

Additional Work with Complex Text:

Teacher Guide: Unit 2, Week 1: Teacher Guide Day 2


Daily Learning Targets

Day 2

-    : I can use text features to locate information on a web page.
-  : I can use the words *when* and *however* correctly.

Teaching Notes


- On Day 2, students work together, with teacher guidance, to examine the text features of a website that has the same structure as the websites they will be using in their expert groups but focuses on simpler, more familiar content. Students will explore an ARKive website on the robin in order to understand what type of information is available on this series of websites and where that information is located.


-  Day 2: Students analyze two sentences from the “Brazilian three-banded armadillo” web page to focus on the relative adverb *when* for time and condition and *however* for contrast. These types of clauses are found throughout the texts students are reading.

- Differentiation:

_ The Teacher-Guided Student Activity Cards for these activities are differentiated.

_ Note that, as explained in the Unit Overview,  and  are grouped together to provide opportunities for peer coaching.

_  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 2: To provide heavier support, provide students with sentence frames such as: “The armadillo looks (round, fat),” “It is (brown, black, beige),” or “It has (rings, ears, legs).”

- 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 to display the ARKive web page about the robin (<http://www.arkive.org/robin/erithacus-rubecula/>). Either display the web page to the entire group or provide devices for students to share with the web page loaded.

_ ▲ Day 2: Create the When and However anchor chart by writing the following sentences from “Brazilian three-banded armadillo,” including boldface, on chart paper under the heading “When and However.” (Boldface indicates the focus words.):

- An armadillo can run amazingly fast **when** threatened by a predator. **However**, it is more likely to curl up into a tough ball that predators can’t penetrate.

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) OR [Rotation Label Posters](#)
- 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)
- 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)
- ARKive web page about the robin (to display; see Teaching Notes)
- Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)
- Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card (differentiated; one per student)
- Day 2 only:** Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (one to display)
- ▲ Day 2: When and However anchor chart (see Teaching Notes)
- ▲ Chart paper (optional; one piece)

- ☑ ▲ Vocabulary logs (from Module 1, Unit 1, Lesson 3 module lesson; one per student)
- ☑ ▲ Online or paper translation dictionary (one per ELL in student's home language)

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.
- Project the **ARKive web page about the robin**, or provide copies of the Printable Fact Sheet (available on the website). Invite students to read the information. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 1 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card using the **Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference)**.
- Distribute the **Unit 2, Week 1: Additional Work with Complex Text: Teacher-Guided Student Activity Card**.
- Review the Daily Learning Targets and discuss their meaning.
- Focus students back on the displayed webpage. Briefly introduce the web page as one similar to the web page students will be using to research their expert group animal.
- Guide students through completing their activity cards, providing as much or as little support as they need. Complete each task on the card together, providing additional explanations and support as needed.
- 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 Unit 2, Week 1: Additional Work with Complex Text: Student Task Card task for Day 3, providing models where helpful.

▲ Day 2: Small Group Instruction (20 minutes)

- Focus students’ attention on the **When and However anchor chart** and invite them to take turns reading the sentences aloud to one another. As students read, check in with students in the other ALL groups who need support in getting started.
- Briefly review the answers to Day 1 of the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card using the Unit 2, Week 1: Additional Work with Complex Text: Student Task Card (answers, for teacher reference).
- 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.
 - _ Focus students’ attention on the first sentence on the When and However anchor chart and invite them to read it chorally aloud with you: An armadillo can run amazingly fast when threatened by a predator.
 “Does the three-banded armadillo always run fast?” (no)
 - _ Point to the word *when* and invite students to read this word chorally aloud with you.
 - _ Ask the group and select volunteers to share their answers:
 “What does *when* tell us?” (in certain situations, circumstances; sometimes)
 - _ Share examples using the word when: “We eat when we are hungry.” “We go to recess when the bell rings.”
 - _ Ask the group and select volunteers to share their answers:
 “So, does the armadillo run fast all the time?” (No; it runs fast when there is a predator.)
 - _ Focus students on the second sentence and ask them to read it aloud chorally with you: “However, it is more likely to curl up into a tough ball that predators can’t penetrate.”
 - _ Ask the group and select volunteers to share their answers:
 “What is another word for *however*?” (but)
 - _ If productive, use a Goal 3 Conversation Cue to challenge students:

Conversation Cue: “Can you figure out why the author wrote *however*? I’ll give you time to think and discuss with a partner.” (*However* signals that the author will introduce an idea that opposes the previous idea. The armadillo might run, but it will probably curl up.)

_ Focus students on the words *more likely to*.

_ Give examples and act out if needed:

“If you are close to a bird, and you wave your arm, is the bird more likely to fly away, or more likely to stay where it is?” (more likely to fly)

_ Return to the sentences and reread aloud. Then rephrase and ask the group and select volunteers to share their answers:

“When threatened by a predator, what is the armadillo more likely to do?” (curl up into a ball)

_ Ask students to discuss with an elbow partner:

“What are two ways the three-banded armadillo defends itself from predators?” (runs and curls up into a ball)

_ Cold call students to share their responses with the group and write their answers on the When and However anchor chart under a new heading: Defense Mechanisms.

_ Invite students to practice saying sentences about the armadillo using the words *when* and *however*. They can use the examples on the anchor chart and these sentences for support: “We don’t go to school *when* it snows. *However*, it hasn’t snowed this year.”

_ Students in pairs can take turns giving feedback on their sentences by asking these questions: “Does your partner’s ‘when sentence’ talk about time or special situations? Does your partner’s ‘however sentence’ talk about an opposite idea?”

- 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.