

RESOURCES

- Build Background Knowledge
- CERCA Framework
- Vocabulary Routine
- Speaking and Listening Routines

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|--|---------------------------------|--|----------------------|
| | Whole group | | Online |
| | Small group | | Offline |
| | Individual activity | | Activity time period |
| | Speaking and listening activity | | Audio |

En|Sp Available in English and Spanish

Introduce the Writing Prompt

Introduce the word ban and define it. Discuss bans in school, such as chewing gum. Explain that governments ban things too, such as smoking in public. Discuss the pros and cons of such bans.

1. Connect

Have students log in to ThinkCERCA and click into this lesson.

Introduce Vocabulary **En|Sp**

Use the Frayer Model Routine.
NOTE: Some students will need support for additional words not listed on the student support page. Weave them into the instruction.

LEVEL 3–4 Expanding

ASK: What are some examples of items that are banned in school?
Support language acquisition using the sentence frame:
Some items that are banned in school are _____, _____, and _____.

ASK: Should the government ban the sale of large, sugary drinks?
Support language acquisition using the sentence frame:
The government [should/should not] ban large, sugary drinks because _____.

LEVEL 3–4 Expanding

Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer

Complete Step 1: Connect

LEVEL 3–4 Expanding

Assign vocabulary words to small groups, or to partners. For small groups, assign a word and have them map it out on the whiteboard. When they are finished they can take a minute to explain it while classmates copy the map down. For partner work, have mixed ability pairs create maps for all assigned words in their notebooks.

After the routine have students add the focus words to their word notebooks.

LEVEL 4–5 Bridging

Place students in small groups. Have them discuss the concept of a *ban* and list items that are banned at school. Then have them list examples of sugary drinks and non-sugary drinks. Have them discuss and list reasons why the government should and should not ban large, sugary drinks.

LEVEL 4–5 Bridging

Complete Step 1: Connect.

LEVEL 4–5 Bridging

Have students work in pairs to write their own definition of the word in English. Next, have them brainstorm an image or mental picture to illustrate each word.

Introduce the Summary

Remind students that this is a summary for the passage they will read. Point out the Vocabulary as you read.

2. Read



Have students read the text, using Vocabulary from the student support page as appropriate.

3. Engage with the Text

En|Sp

If you have concerns that your students are struggling with comprehension, you may wish to work with them on Step 4: Summarize before Step 3: Engage with the Text.

LEVEL 3–4 Expanding

Have students read the Spanish version on the student support page, if applicable, before you read the summary aloud and have students follow along.

LEVEL 3–4 Expanding

Read comprehension questions with students before they begin reading the passage.

Complete Step 2: Read.

Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

LEVEL 3–4 Expanding

Model highlighting the text for students.

Complete Step 3: Engage with the Text.

Use the following sentence frames to discuss the highlights students made.

One reason to ban large, sugary drinks is _____. I think that banning large, sugary drinks is _____.

One reason against banning large, sugary drinks is _____. I think that reason is _____ because _____.

LEVEL 4–5 Bridging

Ask a student to read aloud the summary in English to practice their fluency.

LEVEL 4–5 Bridging

Complete Step 2: Read.

Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

LEVEL 4–5 Bridging

Complete Step 3: Engage with the Text.

Discuss the highlighting students did. Ask students to share their highlights and notes, and use the following sentence stems to support student engagement in the conversation.

According to the article, large, sugary drinks should be banned because _____. My reaction to this information is _____.

The article says that one reason people are against banning large, sugary drinks is _____. My reaction to that information is _____.

4. Summarize

Prepare students to write a CERCA by having them summarize the text.

LEVEL 3–4 Expanding

Complete a summary of the article together using either the suggested sentence frames below or the stems in the product. Encourage students to use Vocabulary from the lesson.

Use the following sentence frames to create a summary.

*New York City tried to _____ because _____.
Some people felt the ban was wrong because _____.
In the end, _____.*

Complete Step 4: Summarize.

LEVEL 4–5 Bridging

Complete Step 4: Summarize.

Review the summaries to ensure that all students understand the big ideas of the passage. Encourage students to use Vocabulary from the lesson.

5. Build Your Argument

Practice creating a CERCA together using the CERCA graphic organizer (online or offline) and the leveled frames below and on the student support pages. Remind students that some of their evidence can come from their highlighting work.

You may wish to have students orally respond to the Writing Prompt using a Listening and Speaking Routine instead of writing a response.

LEVEL 3–4 Expanding

Use the following sentence frames to complete the CERCA graphic organizer.

Claim The government [should/should not] ban large, sugary drinks.

Reason This claim is true because _____.

Evidence The article says that _____.

Reasoning That means that _____.

Counterargument On the other hand, _____.

Complete Step 5: Build Your Argument.

LEVEL 4–5 Bridging

Have students share their thoughts with the group.

Use the following sentence frames to complete the CERCA graphic organizer.

Claim The government [should/should not] ban large, sugary drinks

Reason because _____.

Evidence According to the article, _____.

Reasoning That's important because _____.

Counterargument A counterargument could be made that _____ because _____.

Evidence The article also states that _____.

Reasoning That evidence means that _____.

Have students complete the graphic organizer with at least one more piece of evidence and associated reasoning. Assist as needed.

Complete Step 5: Build Your Argument.

6. Create Your CERCA

Have students write their CERCA in the lesson online so that you can provide feedback and monitor growth.

NOTE: Remind students that they can use the Copy all button to move their work into the text box.

LEVEL 3–4 Expanding

Use the responses students made in the graphic organizer to model writing in response to the Writing Prompt.

Have students reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

LEVEL 4–5 Bridging

Have students write their CERCA. Provide support as necessary. Remind students that they can use vocabulary words as they write.

Use this sentence frame to help students conclude their CERCA:

It is clear from the evidence that governments [should/should not] ban large, sugary drinks.

Have students add a conclusion and then reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

Complete Speaking and Listening Activities

Complete a whole group speaking and listening activity with all students who completed the grade level lesson. Prompt students to use the vocabulary from the passage in the activity.

LEVEL 3–4 Expanding

Do the Vote with Your Feet activity with students.

LEVEL 4–5 Bridging

Do the Debate Game with students.