
GRADE 3 • CLUSTER 7

Substitute Teacher Plans

Five stand-alone 15-minute practice lessons

“A Dream Can Grow and What Will You Give?”

*Keep the learning connected. Keep the directions simple.
Leave the next instructional step with the classroom teacher.*

★ **USE THIS FIRST:** Step 1, Find It and Prove It

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How to Use This Folder

★ **USE THIS FIRST: Step 1, Find It and Prove It.** For an unexpected absence, the substitute starts with Step 1. Its passage (Module 1, “A Dream Can Grow”, paragraphs 1 to 20) has already been taught, so it is safe on any day of Cluster 7.

Teacher: to designate a different lesson, write it here: Step ____ Module ____ Initials ____

Choose a lesson

These are five choices, not a five-step sequence. Use a lesson only when its module has already been taught. Taking them in numerical order is also safe because each Step uses a passage from the same or an earlier module.

ID	Lesson	Practice	Eligible module and approved passage	Page
Step 1 ★	Find It and Prove It	3.7B, 3.7C	Module 1: “A Dream Can Grow”, paragraphs 1 to 20	5
Step 2	Say It in Your Own Words	3.7D	Module 1: “What Will You Give?”, paragraphs 1 to 16	14
Step 3	Sketch, Label, and Explain	3.7E, 3.7C	Module 1: “What Will You Give?”, paragraphs 1 to 16	23
Step 4	Make One Helpful Change	3.11C	Module 1: “A Dream Can Grow”, paragraphs 1 to 20	32
Step 5	Genre Snapshot: A Small Moment in Words	3.12A	Module 1: “A Dream Can Grow”, paragraphs 1 to 20	41

Four boundaries for every lesson

- **Review, rather than introduce.** Use skills, routines, and genre features the classroom teacher has already taught.
- **Use separate practice work.** Do not revise students' ongoing major compositions, reveal upcoming assessment prompts, or complete the module's culminating assignment.
- **Give students one clear job.** Each lesson has one task.
- **Leave a clear stopping point.** A substitute lesson does not mark a regular module lesson or GRADUATE stage as completed.

What each lesson contains

Start Here page • Teaching Script (minute by minute) • Passage page with numbered paragraphs, reading boundaries, and pronunciation help • Student response page • Supported route • Extension • Answer and Support Guide • Return-to-Teacher note.

The 20-minute Standards Slide Deck block is separate; use only the deck the teacher designated. Classroom logistics (schedules, emergency directions, individual student support information) stay in the teacher's private section, not in this folder.

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Start Here: Find It and Prove It

★ **USE THIS FIRST.** The classroom teacher designated this lesson for an unexpected absence. Its passage was taught in Module 1, so it is safe on any day of the cluster.

Today's lesson	Find It and Prove It (Step 1)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"A Dream Can Grow" (Module 1 version), paragraphs 1 to 20 only
Eligible	Any time after Module 1 has been taught. This is the safest choice for an unexpected absence.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Answer one question and support the answer with a line from the poem.
Collect	Each student's response page (and any supported or extension page). Place them in the folder with the Return-to-Teacher note.
TEKS practiced	• 3.7B Write a response to a literary or informational text that demonstrates an understanding of a text. • 3.7C Use text evidence to support an appropriate response. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 6

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 20.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Find It and Prove It

Practice focus: Written response and supporting evidence. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice answering a question and using the poem to support our answer. Listen for the rhythm as I read. Follow along.”

DO Read lines 1 to 20 aloud. Stop at the STOP HERE line.

SAY “Our answers need to match what the poem tells us.”

Minutes 3 to 5: Model one example

SAY “My question is: How does a dream start? I will find the line that answers it.”

POINT **Point to line 1.**

SAY “The poem says, A dream can start inside your heart. Line 1 tells me a dream begins in your heart as a hope.”

Minutes 5 to 7: Let partners try

SAY “Now work with your partner. Once a dream starts, how does it grow? Find a line that tells you.”

EXPECT Line 9: A dream can grow from friend to friend. Or lines 15 to 16: Together we can help it grow, by sharing kindness as we go.

IF STUCK “Reread lines 9 and 10. What happens to the dream?”

Teaching Script (continued)

Minutes 7 to 12: Students respond independently

SAY

“Now answer this question on your own: According to the poem, how does a dream grow? Write your answer and include a line from the poem that supports it.”

FRAME

If the teacher assigned a frame: “The poem says a dream grows by _____. Line _____ says _____.”

IF STUCK

“Look at lines 9 to 12. How does a dream move from person to person?”

Minutes 12 to 15: Check and collect

SAY

“Read your answer again. Underline the line you used.”

DO

Collect the response pages.

Name _____ Date _____

“A Dream Can Grow”

▼ START READING HERE ▼

- [1] A dream can start inside your heart,
[2] A tiny hope, a little start.
[3] It may begin as just one thought,
[4] A wish for all the good we sought.
[5] A voice can speak, a child can hear,
[6] And suddenly the dream feels near.
[7] One hopeful word can travel through,
[8] Until another dreams it too.
[9] A dream can grow from friend to friend,
[10] Its hopeful journey does not end.
[11] It moves through classrooms, homes, and towns,
[12] And lifts our hearts when we feel down.
[13] When children listen, hope can shine,
[14] Your dream can someday join with mine.
[15] Together we can help it grow,
[16] By sharing kindness as we go.
[17] The future waits for what we do,
[18] For dreams need helping hands there too.
[19] One voice may start with words to show,
[20] But many hearts can help it grow.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
dream	dreem	a hope or wish for something good

journey	JUR-nee	a trip or path from one place to another
kindness	KYND-nes	being friendly, generous, and caring
hope	HOP	a feeling that good things can happen
stanza	STAN-zuh	a group of lines in a poem
speaker	SPEE-ker	the voice telling the poem

Find It and Prove It

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Question: According to the poem, how does a dream grow?

None

CHECK

None

Name _____ Date _____

Find It and Prove It: Supported Route

Read the assigned paragraphs. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

WORD BANK

- dream
- grow
- friend
- journey
- classrooms
- kindness
- hearts

SENTENCE FRAME

The poem says a dream grows by _____. Line ____ says _____.

Name _____ Date _____

Find It and Prove It: Extension

Find a second line and explain which line better shows how a dream grows.

Stay with the same passage and the same paragraphs.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer and Support Guide

Find It and Prove It. According to the poem, how does a dream grow?

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
A dream grows from friend to friend.	9	<i>"A dream can grow from friend to friend,"</i>
Its journey moves through classrooms, homes, and towns.	10-11	<i>"Its hopeful journey does not end. It moves through classrooms, homes, and towns,"</i>
It lifts our hearts when we feel down.	12	<i>"And lifts our hearts when we feel down."</i>
Together we can help it grow by sharing kindness.	15-16	<i>"Together we can help it grow, by sharing kindness as we go."</i>
Many hearts can help it grow.	19-20	<i>"One voice may start with words to show, but many hearts can help it grow."</i>

SAMPLE RESPONSE

The poem says a dream grows when people share it with each other. Line 9 says, A dream can grow from friend to friend. It also moves through classrooms, homes, and towns (line 11).

WHY IT WORKS

The answer explains how a dream grows (by being shared, by moving from person to person) and includes a supporting line from the poem. Accept different wording.

COMMON MISUNDERSTANDINGS

- Using only line 1 (how a dream starts) without explaining how it grows.
- Adding ideas about famous dreams or dreamers not in the poem.
- Using the word dream to mean sleeping dreams. This poem is about hopes and wishes.

SUPPORTED ROUTE

Read only lines 9 to 16. Use the word bank and the sentence frame.

EXTENSION

Find a second line and explain which line better shows how a dream grows.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 1 • Find It and Prove It • Module 1 • “A Dream Can Grow”, paragraphs 1 to 20

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Written response and supporting evidence (3.7B, 3.7C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who wrote about sleeping dreams; students who used only line 1. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Say It in Your Own Words

Today's lesson	Say It in Your Own Words (Step 2)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"What Will You Give?" (Module 1 version), paragraphs 1 to 16 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Choose the paraphrase that keeps the meaning, then paraphrase one stanza in their own words.
Collect	Each student's response page (and any supported or extension page).
TEKS practiced	• 3.7D Retell and paraphrase texts in ways that maintain meaning and logical order. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 15

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 16.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Say It in Your Own Words

Practice focus: Paraphrasing a short section so the meaning and order stay the same. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice saying part of a poem in our own words. Follow along as I read.”

DO Read lines 1 to 16 aloud.

Minutes 3 to 5: Model one example

POINT Point to lines 1 to 4 (stanza 1).

SAY “The poem says: I have two hands that I can share, to lift, to carry, help, and care. In my own words: My hands can help other people by lifting, carrying, and taking care of things. I kept the meaning.”

Minutes 5 to 7: Same meaning, or not? (partners)

SAY “Look at the two paraphrases of lines 9 to 12 on your page. Decide which keeps the meaning.”

EXPECT Paraphrase A keeps the meaning. Paraphrase B changes it: the poem never says the speaker shouts at worried friends.

IF STUCK “Read paraphrase B, then reread lines 9 to 12. Does the poem say shout?”

Teaching Script (continued)

Minutes 7 to 12: Students paraphrase independently

SAY “Now paraphrase lines 5 to 8 in your own words. Keep the same meaning.”

FRAME If the teacher assigned a frame: “I can use my feet to _____. If someone _____, I can _____.”

IF STUCK “What does the speaker say about feet? What can feet do for a friend?”

Minutes 12 to 15: Check and collect

SAY “Read your paraphrase next to lines 5 to 8. Did you keep the meaning?”

DO Collect the response pages.

Name _____ Date _____

“What Will You Give?”

▼ START READING HERE ▼

- [1] I have two hands that I can share,
 [2] To lift, to carry, help, and care.
 [3] They may be small, but they can do
 [4] A thoughtful thing for me and you.
 [5] I have two feet that I can use,
 [6] To walk toward someone I might choose.
 [7] If someone needs a friend today,
 [8] My feet can help me lead the way.
 [9] I have a voice that can be kind,
 [10] And help a worried friend unwind.
 [11] It can say, "Come and sit with me,"
 [12] Or, "I can help. What could it be?"
 [13] I do not need to lead a crowd,
 [14] Or speak through microphones out loud.
 [15] A helping heart can start to live,
 [16] When I begin with, "What can I give?"

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
speaker	SPEE-ker	the voice telling the poem
stanza	STAN-zuh	a group of lines in a poem
kindness	KYND-nes	being friendly, generous, and caring
service	SUR-vis	helping others in the community

Name _____ Date _____

Say It in Your Own Words

Question: Paraphrase lines 5 to 8 (stanza 2) in your own words. Keep the same meaning.

None

CHECK

None

Name _____ Date _____

Say It in Your Own Words: Supported Route

Read the assigned paragraphs. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

WORD BANK

feet walk friend choose needs lead way

SENTENCE FRAME

I can use my feet to _____. If someone _____, I can _____.

Name _____ Date _____

Say It in Your Own Words: Extension

Paraphrase lines 13 to 16 and explain how this stanza connects to the poem's title.

Stay with the same passage and the same paragraphs.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer and Support Guide

Say It in Your Own Words. Paraphrase lines 5 to 8 (stanza 2) in your own words. Keep the same meaning.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Paraphrase A keeps the meaning (a kind voice helps a friend relax).	9-10	<i>"I have a voice that can be kind, and help a worried friend unwind."</i>
Part 1: I can walk toward someone who needs a friend.	5-6	<i>"I have two feet that I can use, to walk toward someone I might choose."</i>
Part 2: if someone needs a friend today, I can go to them.	7-8	<i>"If someone needs a friend today, my feet can help me lead the way."</i>

SAMPLE RESPONSE

I can use my feet to walk over to someone who might need company. If a person needs a friend, my feet can take me to them.

WHY IT WORKS

The paraphrase keeps the meaning of lines 5 to 8 (feet can take you to someone who needs a friend) and uses different words.

COMMON MISUNDERSTANDINGS

- Copying the lines word for word.
- Saying the speaker runs a race. The poem is about helping, not competing.
- Adding ideas about shoes or sports not in the poem.

SUPPORTED ROUTE

Paraphrase only lines 5 and 6. Say it aloud to a partner before writing.

EXTENSION

Paraphrase lines 13 to 16 and explain how this stanza connects to the poem's title.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 2 • Say It in Your Own Words • Module 1 • “What Will You Give?”, paragraphs 1 to 16

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Paraphrasing a short section so the meaning and order stay the same (3.7D).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who copied the lines; students who changed the poem's meaning. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Sketch, Label, and Explain

Today's lesson	Sketch, Label, and Explain (Step 3)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"What Will You Give?" (Module 1 version), paragraphs 1 to 16 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent work for minutes 7 to 12.
Students will	Draw what the speaker offers (hands, feet, voice, heart), label each with line numbers, and explain.
Collect	Each student's sketch page with labels and the written explanation.
TEKS practiced	• 3.7E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. • 3.7C Use text evidence to support an appropriate response. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 24

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 16.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Sketch, Label, and Explain

Practice focus: Illustrating an important idea with labels taken from the poem. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will draw an important idea from the poem. Follow along as I read.”

DO Read lines 1 to 16 aloud.

Minutes 3 to 5: Model one example

POINT **Point to lines 1 to 2.**

SAY “The speaker says, I have two hands that I can share, to lift, to carry, help, and care. I will draw two hands with labels: lift, carry, help, care (lines 1 to 2).”

DO Sketch hands on the board and label them.

Minutes 5 to 7: Let partners try

SAY “Find two more things the speaker offers from lines 5 to 12.”

EXPECT Feet that lead the way to a friend (lines 5 to 8); a kind voice (lines 9 to 12).

IF STUCK “Reread lines 5 and 9. What body parts does the speaker mention?”

Teaching Script (continued)

Minutes 7 to 12: Students sketch and explain

SAY

“Draw at least three things the speaker offers. Label each one with words from the poem and line numbers. Write how your drawing shows what the speaker gives.”

FRAME

If the teacher assigned a frame: “My drawing shows _____. The poem says _____ (lines ____).”

IF STUCK

“What does the speaker offer with hands? Feet? Voice?”

Minutes 12 to 15: Check and collect

SAY

“Check your labels. Does each one have line numbers?”

DO

Collect the sketch pages.

Name _____ Date _____

“What Will You Give?”

▼ START READING HERE ▼

- [1] I have two hands that I can share,
 [2] To lift, to carry, help, and care.
 [3] They may be small, but they can do
 [4] A thoughtful thing for me and you.
 [5] I have two feet that I can use,
 [6] To walk toward someone I might choose.
 [7] If someone needs a friend today,
 [8] My feet can help me lead the way.
 [9] I have a voice that can be kind,
 [10] And help a worried friend unwind.
 [11] It can say, "Come and sit with me,"
 [12] Or, "I can help. What could it be?"
 [13] I do not need to lead a crowd,
 [14] Or speak through microphones out loud.
 [15] A helping heart can start to live,
 [16] When I begin with, "What can I give?"

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
speaker	SPEE-ker	the voice telling the poem
stanza	STAN-zuh	a group of lines in a poem
kindness	KYND-nes	being friendly, generous, and caring
service	SUR-vis	helping others in the community

Name _____ Date _____

Sketch, Label, and Explain

Question: What does the speaker offer to give? Show it in your drawing, then explain.

None

CHECK

None

Name _____ Date _____

Sketch, Label, and Explain: Supported Route

Read the assigned paragraphs. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

WORD BANK

hands lift carry feet friend voice kind heart

SENTENCE FRAME

My drawing shows _____. The poem says _____ (lines ____).

Name _____ Date _____

Sketch, Label, and Explain: Extension

Add a caption explaining which gift is most important and why, using two different lines.

Stay with the same passage and the same paragraphs.

[illegible]

Answer and Support Guide

Sketch, Label, and Explain. What does the speaker offer to give? Show it in your drawing, then explain.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Hands that lift, carry, help, and care	1-2	<i>"I have two hands that I can share, to lift, to carry, help, and care."</i>
Feet that walk toward someone who needs a friend	5-6	<i>"I have two feet that I can use, to walk toward someone I might choose."</i>
A kind voice that helps a worried friend	9-10	<i>"I have a voice that can be kind, and help a worried friend unwind."</i>
A helping heart	15	<i>"A helping heart can start to live,"</i>
Small actions, not a microphone	13-14	<i>"I do not need to lead a crowd, or speak through microphones out loud."</i>

SAMPLE RESPONSE

My drawing shows hands, feet, and a voice. The poem says, I have a voice that can be kind, and help a worried friend unwind (lines 9 to 10).

WHY IT WORKS

Each labeled detail matches a line in the poem. The explanation connects the drawing to what the speaker gives.

COMMON MISUNDERSTANDINGS

- Drawing things not in the poem (for example, gifts or presents).
- Labeling with paragraph numbers instead of line numbers.

SUPPORTED ROUTE

Draw two things the speaker offers from the word bank. Label each with line numbers.

EXTENSION

Add a caption explaining which gift is most important and why, using two different lines.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 3 • Sketch, Label, and Explain • Module 1 • “What Will You Give?”, paragraphs 1 to 16

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Illustrating an important idea with labels taken from the poem (3.7E, 3.7C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who drew things not in the poem; students who used paragraph numbers instead of line numbers. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Make One Helpful Change

Today's lesson	Make One Helpful Change (Step 4)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"A Dream Can Grow" (Module 1 version), paragraphs 1 to 20 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent revising for minutes 7 to 12.
Students will	Revise a three-sentence practice draft by adding one detail from the poem.
Collect	Each student's revision page. Students do NOT revise their own ongoing compositions today.
TEKS practiced	• 3.11C Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 33

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 20.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Make One Helpful Change

Practice focus: Revising a short practice draft by adding one helpful detail. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today we will practice one revising move on a short practice draft. Follow along as I read the poem.”

DO Read lines 1 to 20 aloud. Then read the three-sentence practice draft aloud.

Minutes 3 to 5: Model one example

SAY “I will fix sentence 1. What does the speaker say about helping?”

POINT **Point to lines 15 to 16.**

SAY “The poem says, Together we can help it grow, by sharing kindness as we go. My revision: The speaker wants to help others by sharing kindness wherever they go. Now the reader knows how.”

Minutes 5 to 7: Let partners try

SAY “Look at sentence 2: Small actions matter. Find a line that gives an example of a small action.”

EXPECT Lines 7 to 8: If someone needs a friend today, my feet can help me lead the way. Or lines 1 to 2: I have two hands that I can share, to lift, to carry, help, and care.

IF STUCK “Reread lines 1 to 4 of “What Will You Give?” What small actions does the speaker describe?”

Teaching Script (continued)

Minutes 7 to 12: Students revise independently

SAY “Choose sentence 2 or sentence 3. Add one helpful detail from one of the poems. Copy the whole draft with your change.”

FRAME If the teacher assigned a frame: “Sentence 2 revised: Small actions matter because the poem says _____.”

IF STUCK “Reread lines 9 to 12. What kind voice can do?”

Minutes 12 to 15: Check and collect

SAY “Read both drafts aloud. Is the idea clearer now? Circle the detail you added.”

DO Collect the revision pages.

Name _____ Date _____

“A Dream Can Grow”

▼ START READING HERE ▼

- [1] A dream can start inside your heart,
[2] A tiny hope, a little start.
[3] It may begin as just one thought,
[4] A wish for all the good we sought.
[5] A voice can speak, a child can hear,
[6] And suddenly the dream feels near.
[7] One hopeful word can travel through,
[8] Until another dreams it too.
[9] A dream can grow from friend to friend,
[10] Its hopeful journey does not end.
[11] It moves through classrooms, homes, and towns,
[12] And lifts our hearts when we feel down.
[13] When children listen, hope can shine,
[14] Your dream can someday join with mine.
[15] Together we can help it grow,
[16] By sharing kindness as we go.
[17] The future waits for what we do,
[18] For dreams need helping hands there too.
[19] One voice may start with words to show,
[20] But many hearts can help it grow.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
dream	dreem	a hope or wish for something good

kindness	KYND-nes	being friendly, generous, and caring
speaker	SPEE-ker	the voice telling the poem
stanza	STAN-za	a group of lines in a poem

Name

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Date

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Make One Helpful Change

Question: Revise the practice draft by adding one helpful detail from the poem.

None

CHECK

None

Name _____ Date _____

Make One Helpful Change: Supported Route

Read the assigned paragraphs. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

WORD BANK

kindness friend voice hands hearts dream grow

SENTENCE FRAME

Sentence 2 revised: Small actions matter because the poem says _____.

Name _____ Date _____

Make One Helpful Change: Extension

Combine two sentences using because or so.

Stay with the same passage and the same paragraphs.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Answer and Support Guide

Make One Helpful Change. Revise the practice draft by adding one helpful detail from the poem.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
Sentence 1: add sharing kindness (lines 15 to 16).	15-16	<i>"Together we can help it grow, by sharing kindness as we go."</i>
Sentence 2: add walking toward someone who needs a friend (lines 5 to 8).	7-8	<i>"If someone needs a friend today, my feet can help me lead the way."</i>
Sentence 2: add a kind voice that helps a worried friend (lines 9 to 10).	9-10	<i>"I have a voice that can be kind, and help a worried friend unwind."</i>
Sentence 3: add that many hearts can help a dream grow (line 20).	20	<i>"But many hearts can help it grow."</i>
Sentence 3: add that dreams need helping hands (line 18).	18	<i>"For dreams need helping hands there too."</i>

SAMPLE RESPONSE

Small actions matter because the poem says, If someone needs a friend today, my feet can help me lead the way (lines 7 to 8).

WHY IT WORKS

Each revision adds one detail from the poem that makes an idea clearer.

COMMON MISUNDERSTANDINGS

- Adding details not in either poem.
- Fixing only spelling or capital letters.

SUPPORTED ROUTE

Use the detail cards. Choose one that fits sentence 2 or 3.

EXTENSION

Combine two sentences using because or so.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 4 • Make One Helpful Change • Module 1 • “A Dream Can Grow”, paragraphs 1 to 20

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Revising a short practice draft by adding one helpful detail (3.11C).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who added details not in the poems; students who edited instead of adding. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed

Start Here: Genre Snapshot: A Small Moment in Words

Today's lesson	Genre Snapshot: A Small Moment in Words (Step 5)
Time	15 minutes (the writing block). The separate 20-minute Standards Slide Deck block stays with the deck the teacher designated.
Passage	"A Dream Can Grow" (Module 1 version), paragraphs 1 to 20 only
Eligible	Any time after Module 1 has been taught.
Materials	Passage page, student response page, pencil. Optional: supported page and extension page.
Grouping	Whole class for reading and the model; partners for minutes 5 to 7; independent writing for minutes 7 to 12.
Students will	Write a four-line stanza about something kind you can do, inspired by the poems.
Collect	Each student's stanza.
TEKS practiced	• 3.12A Compose literary texts, including personal narratives and poetry, using genre characteristics and craft. Focused practice only; one short lesson does not address every part of a standard.

TEACH THIS LESSON

Teaching Script begins on page 42

USE TODAY'S PACKET

Pages are included in this folder

DO NOT ADVANCE

- Do not begin the next module lesson, a GRADUATE day, or the module's culminating assignment.
- Do not use any passage or paragraph outside paragraphs 1 to 20.
- Do not open or revise students' ongoing major compositions, and do not share upcoming assessment prompts.
- Do not mark any regular lesson or GRADUATE stage as completed.

Begin here: turn to the Teaching Script. Use today's packet (attached) for each student.

Teaching Script: Genre Snapshot: A Small Moment in Words

Practice focus: Writing a short four-line stanza inspired by the poems. **Materials:** passage page, response page, pencil. Read the words in quotation marks aloud exactly.

Minutes 0 to 3: Read together

SAY “Today you will write a short poem. Your poem will be one stanza, four lines, about one kind thing you can do. Follow along as I read.”

DO Read lines 1 to 20 of "A Dream Can Grow" aloud.

Minutes 3 to 5: Model one example

SAY “I will write about sharing. My stanza: I have a smile I like to share, / It tells a friend that I am there. / A smile is small but it can say, / I see you and you're okay. I used four lines and a kind action.”

DO Write the stanza on the board.

Minutes 5 to 7: Plan with a partner

SAY “With your partner, choose one kind action. It could be something from the poem or something you do. Then tell your partner what your four lines will say.”

EXPECT Helping carry something, saying something kind, sharing, listening, walking with someone.

IF STUCK “Reread lines 1 to 4 or 5 to 8. What kind of action could you write about?”

Teaching Script (continued)

Minutes 7 to 12: Students write independently

SAY “Write your four-line stanza. Use one kind action. Try to make lines rhyme if you can, but the meaning matters more than the rhyme.”

FRAME If the teacher assigned a frame: “I have _____ I can _____, / To _____. / _____ / _____.”

IF STUCK “Start with I have or I can. What can you do that is kind?”

Minutes 12 to 15: Check and collect

SAY “Read your stanza aloud to yourself. Does it describe one kind action? Does it have four lines?”

DO Collect the stanzas.

Name _____ Date _____

“A Dream Can Grow”

▼ START READING HERE ▼

- [1] A dream can start inside your heart,
[2] A tiny hope, a little start.
[3] It may begin as just one thought,
[4] A wish for all the good we sought.
[5] A voice can speak, a child can hear,
[6] And suddenly the dream feels near.
[7] One hopeful word can travel through,
[8] Until another dreams it too.
[9] A dream can grow from friend to friend,
[10] Its hopeful journey does not end.
[11] It moves through classrooms, homes, and towns,
[12] And lifts our hearts when we feel down.
[13] When children listen, hope can shine,
[14] Your dream can someday join with mine.
[15] Together we can help it grow,
[16] By sharing kindness as we go.
[17] The future waits for what we do,
[18] For dreams need helping hands there too.
[19] One voice may start with words to show,
[20] But many hearts can help it grow.

■ STOP HERE ■

PRONUNCIATION HELP

Word	Say it	Meaning
stanza	STAN-zuh	a group of lines in a poem

speaker	SPEE-ker	the voice telling the poem
kindness	KYND-nes	being friendly, generous, and caring
dream	green	a hope or wish for something good

Name

44

Date

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Genre Snapshot: A Small Moment in Words

Question: Write a four-line stanza about one kind thing you can do to help someone.

None

CHECK

None

Name _____ Date _____

Genre Snapshot: A Small Moment in Words:

Supported Route

Read the assigned paragraphs. Rehearse the answer aloud with a partner first. Use the word bank and the sentence frame on the supported page.

WORD BANK

- hands
- feet
- voice
- smile
- share
- help
- kind
- friend

SENTENCE FRAME

I have _____ I can _____, / To _____.

Name _____ Date _____

Genre Snapshot: A Small Moment in Words: Extension

Add a second stanza about a different kind action.

Stay with the same passage and the same paragraphs.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Answer and Support Guide

Genre Snapshot: A Small Moment in Words. Write a four-line stanza about one kind thing you can do to help someone.

green = answer or reason

yellow = evidence from the passage

Acceptable response	Para.	Evidence in the passage
A stanza about sharing or helping, inspired by the poems.	1-4	<i>"I have two hands that I can share, to lift, to carry, help, and care."</i>
A stanza about being a friend.	5-8	<i>"If someone needs a friend today, my feet can help me lead the way."</i>
A stanza about saying something kind.	9-12	<i>"It can say, 'Come and sit with me,' or, 'I can help. What could it be?'"</i>
A stanza about a helping heart.	15-16	<i>"A helping heart can start to live, when I begin with, 'What can I give?'"</i>

SAMPLE RESPONSE

I have a smile I like to share, / It tells a friend that I am there. / A smile is small but it can say, / I see you and you're okay.

WHY IT WORKS

The stanza describes one kind action in four lines, inspired by the poems. Accept different approaches to rhyme. The meaning is what matters.

COMMON MISUNDERSTANDINGS

- Writing prose instead of a four-line stanza.
- Writing about an unkind or unrelated action.
- Copying lines from the poem instead of writing original lines.

SUPPORTED ROUTE

Start with I have or I can and complete two lines. Say them aloud first.

EXTENSION

Add a second stanza about a different kind action.

Checking guidance: Accept different wording. Record which students needed prompting. Do not require students to copy the sample.

Return-to-Teacher Note

Step 5 • Genre Snapshot: A Small Moment in Words • Module 1 • “A Dream Can Grow”, paragraphs 1 to 20

Substitute: _____ Date: _____ Class/Period: _____

We practiced	Composing a short literary text (poetry) with genre characteristics and craft (3.12A).
Students completed	☐ Response page ☐ Supported route ☐ Extension Number of pages collected: _____ Absent: _____
Support provided	☐ Sentence frame ☐ Word bank ☐ Shorter section ☐ Oral rehearsal Students who used it:
Please revisit	Students who wrote prose instead of a stanza; students who copied from the poem. Names and notes:
Questions or misunderstandings	

The regular lesson sequence was not advanced. No module lesson, GRADUATE stage, or culminating assignment was taught or marked complete. ☐ Confirmed