HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: Bjorneby Date: 10/6-7 Class: 4th

Informational Text: **Bright Ideas** (Day 1)

Workshop 1 Lesson 3

STANDARDS

CCSS.ELA–LITERACY: RI.1.1, RI.1.10, RI.1.2, RI.1.4, RI.2.1, RI.2.10, RI.2.2, RI.2.4, RI.3.1, RI.3.10, RI.3.2, RI.3.4, RI.4.1, RI.4.10, RI.4.2, RI.4.4, RI.5.1, RI.5.10, RI.5.2, RI.5.4, RF.1.4A, RF.1.4B, RF.1.4C, RF.2.4A, RF.2.4B, RF.2.4C, RF.3.3C, RF.3.4A, RF.3.4B, RF.3.4C, RF.4.4A, RF.4.4B, RF.4.4C, RF.5.4A, RF.5.4B, RF.5.4C, L.2.1D, L.2.4D, L.3.6, L.4.1C, L.4.6, L.5.6

HEADS UP

Word Count: 280

Lexile Measure: 390L

Guided Reading Level: N

Qualitative Measure: Simple

Inventing and perfecting the lightbulb took years of effort—and thousands of attempts! Students will identify main ideas and details in “Bright Ideas” to learn how this invention that changed the world came to be.

Background knowledge—The text mentions that lights prior to the electric lightbulb were powered by gas or oil. Help students understand the impact of electric lightbulbs by making clear the drawbacks to gas and oil lights. Explain that gas and oil lamps released smoke and fumes that dirtied the air and left soot on surfaces. Furthermore, when a gas or oil lamp fell over, the liquid inside spilled and was likely to catch on fire. Accidental surges in the supply of fuel sometimes caused explosions. In addition, if the flame of a gas light went out, say, due to a gust of wind, the gas would leak into the air. The air then became poisoned and highly combustible.

Materials

ReaL Book pp. 30–31

Academic Interaction Card

Academic Vocabulary

failure (noun): something that does not work or is not a success

resilient (adjective): able to keep trying again after failing

MEETING INDIVIDUAL NEEDS

Meeting Individual Needs Overview

- **Beginning Readers:** Blend Sounds, Compound Words
- **English Learners:** Irregular Past-Tense Verbs, Modal Verbs, Phrasal Verbs
- **Standard Classroom English:** Plural-Noun Formation, Possessive Apostrophe Omission, Subject and Object Pronouns

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Main Idea and Details
- **Extend:** Summarize
- **Foundations:** Blends

Get Resources

OBJECTIVES

Primary Goals

Literacy Goal: Use text evidence to identify the main idea and details of a text.

Foundations Goal: Blend vowel and consonant sounds in printed words.

Additional Goals

Literacy Goal: Determine key ideas in an informational text using academic vocabulary.

Language Goal: Use high-utility academic vocabulary in verbal and written responses.

WHOLE GROUP

DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

💻 ***(create)*** **I might use _____ to create an art project.** (e.g., clay; paint; crayons; cut-up magazines)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

- **So your idea is _____.**
- **Yes, that's correct.**
- **No, what I meant was _____.**

3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Foundations Goals. *Today we'll learn how to identify details that support the main ideas in an informational text.*

- **Literacy Goal: Use evidence from a text to find the main idea and details.**
- **Foundations Goal: Blend sounds in printed words.**

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *failure*

Teach the Academic Vocabulary word *failure* using the Vocabulary routine.

1) Pronounce the word and have students repeat it twice.

2) Clarify the part of speech. Failure *is a noun, an idea or concept.*

3) Rate word knowledge if time permits by having students write a rating (1–4) next to the word.

4) Explain the meaning of the word.

- Provide a brief example to help students make a connection to the word. *Sometimes we have a* failure *with our technology when we can't get our laptops to connect to the Internet right away.*
- Display and read aloud the meaning of *failure*.
- Guide students in completing the blanks in their *ReaL Books.*
- Make connections with your prior example. *Our laptops are supposed to connect to the Internet. If they don't connect to the Internet, we experience a failure because the technology isn't working the way it's supposed to.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *After* by, *I need a verb that ends in* –ing, *like* preparing. *I'll write "preparing in advance."*
- Give students time to think of a response. *Think of another action you can take to keep your next school project from being a failure.*

- Have partners share ideas twice and select one to record. Direct students to read their sentence and then say it with expression. Have students restate their partner's idea using a frame from the Academic Interaction Card.

- Facilitate whole-group reporting using varied techniques.

6) Deepen understanding by providing an additional example as time permits.

What can you learn from a *failure*?

***(failure)* One thing I can learn from a failure is to _____.** (e.g., try something different next time; not make the same mistake twice; see what doesn't work)

Use Technology To focus student attention, display page 30 of the *ReaL Book* and zoom in on the section for *failure*. Display the sample responses as you move through the routine.

Teach Academic Vocabulary: *resilient*

Teach the Academic Vocabulary word *resilient* using the Vocabulary routine.

1) Pronounce the word and have students repeat it twice.

2) Clarify the part of speech. Resilient *is an adjective, a word that describes a noun.*

3) Rate word knowledge if time permits by having students write a rating (1–4) next to the word.

4) Explain the meaning of the word.

- Provide a brief example to help students connect to the word. *I know I have a class of* resilient *students, because I saw that you did not give up when I assigned that tricky math problem the other day.*

- Display and read aloud the meaning of *resilient*.

- Guide students in completing the blanks in their *ReaL Books.*

- Make connections with your prior example. *Even though many of you did not get the math problem right on the first try, you were resilient because you kept trying to solve it.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *After* to*, I need to complete the sentence with a base verb or base verb phrase. I'll write* skateboard.

- Give students time to think of a response. *What is another time when you needed to be resilient to learn a new skill?*

- Have partners share ideas twice and select one to record. Direct students to read their sentence and then say it with expression. Have students restate their partner's idea using a frame from the Academic Interaction Card.

- Facilitate whole-group reporting using varied techniques.

6) Deepen understanding by providing an additional example as time permits.

What will someone who is *resilient* do to succeed?

***(resilient)* Someone who is resilient will _____ in order to succeed.** (e.g., try again; never give up; keep at it)

Activate Knowledge

Connect the Anchor Video to today's text. *In the Anchor Video, we saw how Richard Turere used flashing lightbulbs to protect his village from lions. Today we'll learn about two inventors who, over 100 years ago, invented the lightbulb—and helped make Richard's invention possible.*

- Use Think (Write)-Pair-Share to have students share responses about why the lightbulb is an important invention.

  💻 **Why is the lightbulb an important invention?**

  💻 **(One/Another) reason the lightbulb is an important invention is _____.** (e.g., it helps us see at night; it keeps rooms from being too dark; it lets us read at night; that hallways would be dark without them)

CLOSE READING

First Read | Key Idea

Introduce the Key Idea question and read aloud the text.

- Read aloud the Key Idea question, and remind students to be prepared to answer the question after reading. *Listen for ways that Latimer improved Edison's lightbulb. If you hear an example, circle it.*

- Read aloud the text using Oral Cloze 1, leaving out the words in blue boxes for students to chime in chorally. *Follow along as I read the text aloud. Occasionally, I will leave out a word. When this happens, read the missing word aloud.*

- After reading, have students respond to the Key Idea question using Think (Write)-Pair-Share.

Ramp Up the Routines Use the Building Fluency routines to model fluent reading and engage students. During Oral Cloze 1, read aloud and omit the boxed words while students follow along silently and chime in chorally with the missing words. If students do not respond, or if they say another word, clearly say the omitted word. Then continue reading, making sure to keep the pace engaging.

SMALL GROUP

BUILD FLUENCY AND COMPREHENSION

Second Read | Identify Main Idea and Details

Read the task aloud and teach identifying main idea and details. Explain to students that the main idea of a text is the most important point that the text—or a section of the text—makes about a topic. Explain also that details are facts and information that support, or tell more about, the main idea. *The main idea of this text is stated in the question—"Edison's lightbulb was better than other electric lights." Let's underline that main idea. Now let's revisit the text to find details that support the main idea that Edison's lightbulb was better than other electric lights.*

- Reread paragraphs 2 through 4 using Oral Cloze 2, increasing the pace slightly and omitting different words.

- Model finding details that support the main idea. *In paragraph 2, we read that other electric lights lit up for only a few minutes. In paragraph 4, we learn that Edison's lightbulb stayed lit for 13.5 hours. That's much longer than a few minutes! So this is one way that Edison's lightbulb was better than other electric lights. Let's underline that detail. What is another way that his lightbulb was better?*

- Use Think (Write)-Pair-Share to have students complete the item. Provide frames to share responses, if needed.

  💻 **One way Edison's bulb was better was _____.** (e.g., it was cheaper)

  💻 **Another way Edison's bulb was better was _____.** (e.g., it lasted 13.5 hours)

Make It Relevant Prompt students to identify ways that the invention of the lightbulb benefits them. *What would your life be like if the lightbulb had never been invented? What's one thing that would be harder—or impossible—for you to do?*

FORMATIVE ASSESSMENT	
LITERACY GOAL: Use text evidence to identify the main idea and details of a text. **Observe** Review students' written responses to the Identify Main Idea and Details task, and listen as students discuss the text details they identified.	
Monitor Progress	**Adapt Instruction/Strategies**
Nearly There Students may have difficulty identifying all of the relevant details.	Acknowledge students' efforts to complete the task while guiding them to recognize that there are more relevant details. For example: *Yes, the text says that Edison's lightbulb was one of his best inventions. But does this detail tell us how his lightbulb was better than other electric lights? Let's see if we can find a stronger detail.* Guide students to find details that are more relevant. *Reread paragraph 2. What do you learn about other electric lightbulbs? Reread paragraph 4. How long did Edison's lightbulb stay lit? How much did it cost? Are these ways his lightbulb was better?* After students revise their responses in their *ReaL Books,* have them use the displayed frames to share their findings.

Not Yet Students may have difficulty identifying details and therefore leave the frame incomplete.	Remind students that details are facts and information that support the main idea. Display a T-chart with the column headings "Other Electric Lightbulbs" and "Edison's Lightbulb." *We're going to look for details that support the main idea that Edison's lightbulb was better than other electric lightbulbs.* Work with students to note details from paragraphs 2 and 4 in the columns. Then guide students to review corresponding details. *Is it better to stay lit for a few minutes or 13.5 hours?* Circle "13.5 hours" in the T-chart. *Is it better to cost a lot or to cost just 25 cents?* Circle "25 cents" in the T-chart. Guide students to refer to the T-chart as they complete the task in their *ReaL Books.* Then have them use the displayed frames to share their responses. If needed, model using the first frame to share one way Edison's lightbulb was better.
On Track Students identify important details that support the main idea in the text.	

Reinforce Foundational Skills: Blend Sounds Into Words

Model the steps for blending sounds into words.

- Read aloud the introductory statement for blending sounds into words on page 31.
- Display the word *bulb*.
- Echo-read the word *bulb* sound by sound. Hold up your hand in a fist. Raise a finger each time you say a single sound. *This word has four sounds: /b/, /u/, /l/, /b/.*
- Say the sounds fast to blend the word, and then have students follow your model. Lower your fingers as you blend the sounds. *Listen as I blend the sounds together fast:* bulb. *Now you try.*
- Model recognizing the word. *Based on the text "Bright Ideas" and the photos in the text, I know that a bulb is a round glass container for wires that make light. So I know the word* bulb*!*
- Guide students as they complete the task.

FORMATIVE ASSESSMENT
FOUNDATIONS GOAL: Blend vowel and consonant sounds in printed words.
Observe Review students' written responses to the Blend It task, and listen as students blend sounds into words.

Monitor Progress	Adapt Instruction/Strategies
Nearly There Students make one-to-one letter-sound correspondences but may have difficulty with blending the sounds in some of the words.	Model blending the sounds for the consonant-vowel-consonant (CVC) words in the activity. *Say each sound after me: /l/, /i/, /t/. Now blend the sounds together:* lit. Repeat with *had*, *did*, and *gas.* After students demonstrate mastery of blending the sounds in CVC words, repeat the routine with the non-CVC words in the activity: *shop*, *best*, and *glad*. Continue with additional examples, if needed.
Not Yet Students may have difficulty identifying and saying individual sounds.	Display each word. Review isolating and pronouncing individual sounds. For example: *Let's work with these letters and sounds: /l/, /i/, /t/. Say each sound after me.* After students demonstrate mastery of isolating the sounds for a word, model blending the sounds to say the word. Have students repeat after you.
On Track Students make one-to-one letter-sound correspondences and blend sounds accurately into words.	

The Takeaway

Reflect on the relevance of "Bright Ideas" by leading students in a collaborative discussion. *Edison's lightbulb was better than the ones that came before it. But Latimer thought he could make it even better! What's an invention that we use today that you think could work better? How would you improve it?*

- **One invention that we use today that I think could work better is the _____.** (e.g., car; refrigerator; elevator)
- **I would improve it by _____.** (e.g., making it safer; having it order food from the grocery store when it's empty; having it go sideways, too)

WHOLE GROUP

WRAP UP

Extend Knowledge

Guide students to share their responses to the Wrap Up question with a partner.

- **What is one thing you read about today that you would like to learn more about?**
- **I would like to know more about _____.**