

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

Instructor: **Bjorneby**

Date: **10/14-15** Class: **4th**

Profiles: **Accidental Inventions!** (Day 1)

Workshop 1 Lesson 4

STANDARDS

CCSS.ELA–LITERACY: RI.1.10, RI.1.2, RI.1.4, RI.2.10, RI.2.2, RI.2.4, RI.3.10, RI.3.2, RI.3.4, RI.4.10, RI.4.2, RI.4.4, RI.5.10, RI.5.2, RI.5.4, RF.1.3D, RF.1.4A, RF.1.4B, RF.1.4C, RF.2.3C, RF.2.4A, RF.2.4B, RF.2.4C, RF.3.3C, RF.3.4A, RF.3.4B, RF.3.4C, RF.4.3A, RF.4.4A, RF.4.4B, RF.4.4C, RF.5.4A, RF.5.4B, RF.5.4C, SL.1.1A, SL.1.1B, SL.1.1C, SL.2.1A, SL.2.1B, SL.2.1C, SL.3.1A, SL.3.1B, SL.3.1C, SL.3.1D, SL.4.1A, SL.4.1B, SL.4.1C, SL.4.1D, SL.5.1A, SL.5.1B, SL.5.1C, SL.5.1D, L.1.1E, L.1.4A, L.2.1D, L.2.2E, L.2.4A, L.2.4E, L.3–5.6, L.3.1A, L.3.1D, L.3.1E, L.3.2G, L.3.4A, L.3.4D, L.4–5.4C, L.4.4A, L.5.1B, L.5.4A

HEADS UP

Word Count: 671

Lexile Measure: 570L

Guided Reading Level: P

Qualitative Measure: Simple

Sometimes the best inventions happen by chance. Students will use context clues to make meaning of unknown words as they read how Alexander Fleming accidentally invented one of the most important medicines in history.

Background knowledge—The first profile in the text tells how Alexander Fleming accidentally invented the first antibiotic—or a medicine that kills bacteria—in 1928. Consider explaining to students that bacteria are tiny living organisms that we cannot see without a microscope. We sometimes call them “germs.” Point out that most bacteria are harmless, but some bacteria can make us sick. Explain that long ago, many people died from diseases caused by bacteria. However, today, thanks to Alexander Fleming and later scientists, we have many different medicines that kill harmful bacteria and can make us better if we get a bacterial infection or disease. You may also want to explain that not all diseases are caused by bacteria, but that we have other medicines for many of those diseases, too.

Socio-emotional—The conclusion of the text notes that penicillin has saved millions of lives by killing people’s infections. Students who are allergic to penicillin may find it worrisome that they cannot take the medicine to fight serious infections. Ease students’ worries by pointing out that today there are antibiotics that are not made with penicillin. Stress that these penicillin-free antibiotics work just as well in attacking bacteria that cause illness.

MATERIALS

Real Book pp. 32–33

[Academic Interaction Card](#)

Day 1: I can learn and USE new vocabulary words to improve my reading.

Day 2: I will use context clues to determine the meaning of unknown words.

ACADEMIC VOCABULARY

eventually (adverb): at a later time

produce (verb): to make something using a machine

ADDITIONAL VOCABULARY

accidental (adjective): happening by chance; not done on purpose

recognize (verb): to accept and be aware that something is true and real

MEETING INDIVIDUAL NEEDS

- Beginning Readers: Identify Syllables, Multisyllable Words
- **English Learners:** Irregular Past-Tense Verbs, Past-Perfect Tense, Present-Tense Verbs
- **Standard Classroom English:** Subject and Object Pronouns, Verb Formation

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Context Clues
- **Extend:** Denotation and Connotation
- **Language:** Using a Dictionary

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Identify the meaning of an unknown word using context clues.

Language Goal: Discuss the meaning of an unknown word using context clues.

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.

DO NOW!

Show You Know

Use the **Do Now** routine.

1) Display the Do Now and assign the task.

 **(failure) The science experiment was a failure because it _____.** (e.g., was not set up properly; didn't give us a clear result; was missing an important part)

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 Language Goals. *Today we'll learn how to use context clues to help us figure out the meanings of unfamiliar words as we read a profile.*

 **Literacy Goal: Figure out the meaning of an unknown word using clues from the text.**

 **Language Goal: Discuss the meaning of an unknown word using clues from the text.**

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *eventually*

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

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

2) Clarify the part of speech. *Eventually is an adverb, a word that describes a verb.*

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. *Eventually, I need to make plans for this coming weekend or I will have nothing to do.*
- Display and read aloud the meaning of *eventually*.
- Guide students in completing the blanks in their *Real Books*.

- Make connections with your prior example. *I'm not ready to make my weekend plans now, but I will make them at a later time, or eventually.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *I know that many young people eventually want to master the skill of driving a car, so I'll write "driving a car." Notice that my response starts with a verb + -ing, driving.*
- Give students time to think of a response. *Think of another skill that you eventually want to master or become really good at.*
- 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 movie would you eventually like to see?**

 **(eventually) I would eventually like to see the movie _____.** (e.g., about space travel; about superheroes; that just came out with my favorite actor in it)

Teach Academic Vocabulary: produce

Teach the Academic Vocabulary word *produce* using the [Vocabulary](#) routine.

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Produce is a verb, an action word.*
- 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 used the photocopier machine to produce 20 copies of the handout.*
 - Display and read aloud the meaning of *produce*.
 - Guide students in completing the blanks in their *Real Books*.
 - Make connections with your prior example. *I needed to distribute the handout to 20 students, so I used a photocopier machine to make or produce 20 copies of the handout.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *To complete this sentence, I need a noun, a thing. Since my example "book report" starts with a consonant—b—I used a before "book." If the noun you choose starts with a vowel, then use an before it.*
- Give students time to think of a response. *What else can you produce using a computer?*
- 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 is something you could *produce* with a hammer, a saw, and wood?**

 **(*produce*) I could produce a _____ with a hammer, a saw, and wood.** (e.g., table; birdhouse; mailbox)

Teach Additional Vocabulary

Teach additional academic vocabulary words as time permits: *accidental* and *recognize*.

 ***accidental* (adjective)**

 **Meaning: happening by chance; not done on purpose**

 **Example: Their choice of similar outfits was *accidental* and not planned.**

 ***recognize* (verb)**

 **Meaning: to accept and be aware that something is true and real**


 **Example: I *recognize* that my brother is the fastest runner in our family.**

Activate Knowledge

Connect the Anchor Video to today's text. *In the Anchor Video, we learned about an inventor who purposely invented a system to save the lives of his family and livestock. Today we'll read about a scientist who accidentally invented a medicine that has saved millions of lives.*

- Use **Think (Write)-Pair-Share** to have students share responses about what inventions many people use.

 **What is one invention that many people use?**

 **One invention that many people use is _____.** (e.g., a car; a phone; a computer)

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 a way that Fleming's invention saved soldiers' lives. If you hear an example, underline it.*

Anticipate Challenges Help students recognize how the text is structured. *This text includes two profiles. A profile is a short text that tells about a person's life. We'll read one profile today and the second profile in the next lesson. Where does the first profile start? How do you know?* Be sure students identify that the first profile starts with paragraph 4. The subtitle indicates the start of the profile. The purple background sets off the whole profile.

- 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.*
- During reading, clarify the meanings of the words *infection* and *antibiotic*.
- After reading, have students respond to the Key Idea question using **Think (Write)-Pair-Share**.

Ramp Up the Routines Direct students' attention to the Key Idea question-and-answer space in their *Real Book* or on the board, and clarify expectations for **Think (Write)-Pair-Share**, including steps and time frame. *Place your finger by the question that asks you about the Key Idea. Think about the question silently for 30 seconds before you start to write your response.*

SMALL GROUP

BUILD FLUENCY AND COMPREHENSION

Second Read | Review Key Idea

Review student responses to the Key Idea question. Provide additional support during the second read for students who have incomplete or inaccurate responses. *We need to know how Fleming's invention saved soldiers' lives. Remember, Fleming's invention is penicillin. So, as we reread the text, listen for how penicillin saved soldiers' lives.*

Read aloud the text again using **Oral Cloze 2**, increasing the pace slightly and omitting different words.

- Support students in revising or adding to their responses.
- Have students share revised or new responses with the group.

 I revised my response to be _____.

 I added _____ to my response.

Review Foundational Skills: Blend Sounds Into Words Point out words in the text for students to use to practice blending sounds into words. For each word, have students say the sound each letter in the word stands for and then say the sounds fast to blend the word. (Paragraph 3: *just*; Paragraph 4: *strep*; Paragraph 5: *top*; Paragraph 6: *dish*)


Use Word Strategies

Read the task aloud and teach how to use meaning clues. *When you come across an unfamiliar word, you can use the words and phrases around it to help you figure out the meaning. Let's revisit paragraph 4 to find clues to the meaning of the word treated.*

- Have students use **Partner Cloze** to reread paragraph 4. *The text says that "Your doctor probably treated you with a medicine called penicillin." Let's think about why doctors give people medicine. That might help us figure out the meaning of the word treated.*
- Use the **Academic Discussion** routine to structure student interaction as they work in pairs to complete the item.

Share the Strategy Toolkit item to promote strategy transfer. *Why is it important to look for meaning clues when you come across an unknown word when you read a text?*

- Ask individuals to share responses.

 **Looking for meaning clues when I come across an unknown word is important because _____.** (e.g., the clues can help me figure out the meaning of the word)

Make Connections Point out that students may know other meanings of the word *treated*. *The word treated can mean “behaved toward someone in a certain way,” as in “My friend treated me respectfully.” Treated can also mean “paid for something,” as in “When we went out for pizza, Grandma treated, or paid for the meal.”*

FORMATIVE ASSESSMENT

LITERACY GOAL: Identify the meaning of an unknown word using context clues.

Observe Review students’ written responses to the Use Word Strategies task and listen to students’ discussions with their partners/group.

Monitor Progress

Adapt Instruction/Strategies

Nearly There Students have identified an appropriate meaning clue but may not provide a clear definition for the word.



Some students may provide a definition that is close but not quite correct—such as “gave medicine,” which is an example of how a doctor might treat someone, not a definition for the word *treated*. Have students read aloud the sentence in paragraph 4 with the word *treated*, but using their definition in its place. *Does the sentence make sense with your definition? How might you adjust your definition so that it makes more sense?*

Prompt students to reanalyze the meaning clue they identified. For example: *You chose a strong clue. Let’s think about it again. What do you think the doctor is hoping for by treating you with penicillin? Does the doctor want to make you better, or cure you?*

Guide students to revise their definitions based on their new understanding, and then prompt them to check their new definition. *Okay, let’s try reading the sentence again with your new definition—“tried to cure”—to see if it makes sense now.*

<p>Not Yet Students may have difficulty identifying a meaning clue for the word <i>treated</i>, and therefore may have difficulty defining the word.</p>	<p>First, guide students to find a clue to the meaning of the word <i>treated</i> by commenting on another student's relevant response. For example: <i>(Name) mentioned the clue "strep throat." Is this something a doctor would treat you for? So do you think it's a good meaning clue to the word treated? Let's write the clue in our Real Books.</i></p> <p>Then, guide students to use the clue to define the word. For example: <i>What does this clue help you understand about the word treated? What would a doctor try to do if you had strep throat? Would the doctor try to make you better?</i></p> <p>Help students as needed as they revise their responses.</p>
<p>On Track Students include accurate text evidence and make appropriate inferences about the meaning of the unknown word.</p>	

<p style="text-align: center;">FORMATIVE ASSESSMENT</p>	
<p>LANGUAGE GOAL: Discuss the meaning of an unknown word using context clues.</p>	
<p>Observe Listen as students share and discuss their definitions and the meaning clues they identified.</p>	
<p style="text-align: center;">Monitor Progress</p>	<p style="text-align: center;">Adapt Instruction/Strategies</p>
<p>Nearly There Students provide brief responses but do not elaborate or fully participate in the discussion.</p>	<p>Guide students to participate in the discussion more fully. Consider using the following questions to prompt discussion:</p> <ul style="list-style-type: none"> • <i>How did you define the word treated?</i> • <i>What clue to the word's meaning did you identify?</i> • <i>How did this clue help you determine the meaning of the word treated?</i> • <i>Is your idea similar to or different from (Name)'s? How?</i>



<p>Not Yet Students are reluctant to participate in the discussion and seem to lack confidence in how to share responses.</p>	<p>Use response frames to scaffold discussion. For example:</p> <p> My definition is similar to (Name)'s. We both defined the word <i>treated</i> as _____.</p> <p> One clue that helped me figure out the definition is _____.</p> <p>If needed, model using the frames to provide a response. Then guide students to follow your model.</p>
<p>On Track Students participate fully in the discussion, sharing both their definitions and the meaning clues they identified.</p>	

WHOLE GROUP

WRAP UP

Develop Mindset

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

-  **What is one task that you spent a lot of effort on today?**
-  **One task I spent a lot of effort on today was _____.**