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

Instructor: **bjorneby**   Date: **11-1/2**   Class: **4th**

News Article: **Lending a Helping Hand** (Day 1)
Workshop 1   Lesson 9

STANDARDS

CCSS.ELA–LITERACY: RI.1.1, RI.1.10, RI.1.2, RI.1.4, RI.1.5, RI.2.1, RI.2.10, RI.2.2, RI.2.4, RI.2.5, RI.3.1, RI.3.10, RI.3.2, RI.3.4, RI.3.5, RI.4.1, RI.4.10, RI.4.2, RI.4.4, RI.4.5, RI.5.1, RI.5.10, RI.5.2, RI.5.4, RI.5.5, 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.3.1E

HEADS UP

Word Count: 466

Lexile Measure: 630L

Guided Reading Level: O

Qualitative Measure: Simple

A modern invention—the 3-D printer—is allowing 11-year-old Sierra to help others. Students will cite text evidence from the news article "Lending a Helping Hand" to explain how Sierra got started.

Background knowledge—Consider familiarizing students with facts about prosthetic limbs. Explain that a prosthetic limb is an artificial limb. People have been making and using prosthetic limbs since ancient times. The first prosthetic limbs were made of wood and then metal, and they did not bend or twist or look like real limbs. However, over time, people figured out ways to make them look and move more like real limbs. Point out that modern technology has allowed for many great advances in prosthetic limbs.

Engage—Discuss any recent news stories about the ways 3-D printers are being used in the medical/health field, such as their use in aiding kidney transplants between adults and children, printing cancer cells on which to test drug treatments, and producing new bones that are a perfect fit for soldiers injured in combat.

Socio-emotional—Observe and be sensitive to any student who is missing a limb, particularly those unable to afford a prosthetic. Be aware that students may also know someone who is missing a limb and the topic could make students upset.

MATERIALS

ReaL Book pp. 42–43

Academic Interaction Card

ACADEMIC VOCABULARY

assignment (noun): a task or work that someone is asked to do

layer (noun): a thickness or coating of something

ADDITIONAL VOCABULARY

extraordinary (adjective): very unusual or impressive

volunteer (noun): someone who willingly does a job without pay

MEETING INDIVIDUAL NEEDS

- **Beginning Readers:** Multisyllable Words

- **English Learners:** Present-Tense Verbs, Time-Order Words

- **Standard Classroom English:** Sound Elimination: /l/, Sound Substitution: /d/ for /th/

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Mark Up Text

- **Extend:** Sequence of Events; Compare Text Across Media: Analyzing an Invention Video

Get Resources

OBJECTIVES

Primary Goals

Literacy Goal: Use text evidence accurately when explaining the meaning of a text.

Language Goal: Speak in complete sentences to provide details and clarification.

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 <u>Do Now</u> routine.

1) Display the Do Now and assign the task.

⌨ *(discover)* **I recently <u>discovered</u> that I am able to _____.** (e.g., renew library books online; write backwards; cross my eyes)

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 will cite text evidence to explain the ideas presented in a news article.*

⌨ **Literacy Goal: Use text evidence to explain a text's meaning.**

⌨ **Language Goal: Give details and explanations using complete sentences.**

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *layer*

Teach the Academic Vocabulary word *layer* using the <u>Vocabulary</u> routine.

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

2) Clarify the part of speech. *A* layer *is a noun, a thing.*

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 like when there is a thick* layer *of icing on a piece of cake.*

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

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

- Make connections with your prior example. *Many cakes have at least one coating or layer of icing.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *Mangoes are a type of fruit that need to be peeled, so I'll write "a mango." Notice that I completed the sentence with a noun.* Mango *starts with a consonant, so I used* a *before it. What will you use—*a *or* an*—if you choose a noun that starts with a vowel? That's right! You'll use* an.

- Give students time to think of a response. *Think of a different fruit with an outer layer that you peel off.*

- 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 *layer* of clothing do most people wear in the winter?**

🖥 ***(layer) A <u>layer</u> of clothing that most people wear in the winter is (a/an) _____.***
(e.g., a sweater; a coat; a scarf)

Teach Academic Vocabulary: *assignment*

Teach the Academic Vocabulary word *assignment* using the <u>Vocabulary</u> routine.

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

2) Clarify the part of speech. *An* assignment *is a noun, a thing.*

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. *It's important to check your* assignment *for errors.*

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

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

- Make connections with your prior example. *When I ask you to do work for this class, I am giving you an* assignment.

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *I need to complete the sentence with a phrase that starts with a verb + –ing. I'll write "writing a report about inventions."*

- Give students time to think of a response. *What was one school assignment that you really enjoyed?*

- 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.

💻 **Where do you work on your school *assignments*?**

💻 *(assignment)* **I work on my school assignments (in/at) _____.** (e.g., at the library; at the kitchen table; in the living room)

Teach Additional Vocabulary

Teach additional academic vocabulary words as time permits: *extraordinary* and *volunteer*.

💻 *extraordinary* **(adjective)**

💻 **Meaning: very unusual or impressive**

💻 **Example*: My sister has an *extraordinary* talent for singing and has won many singing competitions.**

💻 *volunteer* **(noun)**

💻 **Meaning: someone who willingly does a job without pay**

💻 **Example: If you are a *volunteer* at a dog shelter, you might spend your time walking the dogs.**

Activate Knowledge

Connect the Anchor Video and prior reading to today's text. *In the Anchor Video, we learned how Richard Turere used his creativity to help solve the problem of his village being attacked by lions. Today we'll read about a girl who used her creativity to help solve another problem.*

- Use Think (Write)-Pair-Share to have students share ideas about why creativity is an important part of problem solving.

💻 **Why is creativity an important part of problem solving?**

💻 **Creativity is an important part of problem solving because _____.** (e.g., it helps people think of new solutions; it helps people use things in different ways; it allows people to imagine how something might work)

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 what Sierra's project inspired her to do.*

- 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 *limbs* and *artificial*.

- After reading, use Think (Write)-Pair-Share to have students write and share responses to the Key Idea question.

Make It Relevant Connect Sierra's experiences with students' own potential for using modern inventions to do good deeds. *In the past, a kid like Sierra wouldn't have been able to make prosthetic hands and help people the way she's helping them. Technology has really made it easy for kids today to help others! What is one way that you could use technology to help others?*

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SMALL GROUP

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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. For students who accurately responded that Sierra wants to raise money to buy a 3-D printer, encourage them to strengthen their response by adding a reason why Sierra wants her own 3-D printer. *We are looking for details about what Sierra's experience with 3-D printers has inspired her to do. Listen carefully as we reread the last paragraph. Put your thumb up when you hear what she's been inspired to do.*

- 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 1: *help;* Paragraph 2: *print;* Paragraph 3: *sent, kit;* Paragraph 4: *stop*)

Cite Text Evidence

Read the task aloud and review how to cite text evidence. Remind students that text evidence is evidence—or details—from the text. *When we cite text evidence, we refer to specific details in the text. This task asks us to first find and underline details in the text that tell how e-NABLE helped Sierra get started making prosthetic hands. Then the task asks us to use the details we underlined—our evidence—to answer the question.*

- Reread paragraphs 2 and 3 using Modeled Fluent Reading.

- Model identifying text evidence to underline. *Paragraph 2 tells about the services e-NABLE provides, but it doesn't tell us how they helped Sierra. The first sentence in paragraph 3, though, describes what e-NABLE did for Sierra. I will underline, "A volunteer from e-NABLE sent Sierra a kit." What's another detail that we can underline that tells how e-NABLE helped Sierra get started?*

Make Connections Help students recognize that the parts discussed in paragraph 3 of the text are shown in the opening photograph. Reread the first and second sentences of paragraph 3. Then have a volunteer read the caption to the photograph. *Which pieces in the photograph are the "printed pieces" that are mentioned in paragraph 3? Based on the photograph, what else was included in the kit?*

- Have students independently complete the task. *Remember, use the evidence you underlined to complete the frames in your* ReaL Books. *Put quotation marks around the evidence you cite.*

- Display this checklist for citing text evidence, if needed.

⌨ **Make sure the text you are quoting answers the question.**

⌨ **Use quotation marks around words taken directly from the text.**

- Use the Academic Discussion routine to structure student interaction as they compare responses.

⌨ **My response is similar to (Name)'s.**

⌨ **My response is different from (Name)'s.**

⌨ **I underlined the detail _____ because _____.** (e.g., "sent Sierra a kit"/Sierra couldn't have made a prosthetic hand without the kit)

Adapt Procedures As students become more familiar with the Academic Discussion routine, selectively withhold response frames or ask students to help you construct frames that will help them and their classmates ask and answer questions.

FORMATIVE ASSESSMENT
LITERACY GOAL: Use text evidence accurately when explaining the meaning of a text. **Observe** Review students' written responses to the Cite Text Evidence task and listen to students' discussions with the group.

Monitor Progress	Adapt Instruction/Strategies
Nearly There Students' responses reflect an understanding of the text, but responses are vague or students paraphrase the text rather than cite it exactly as it appears in the text.	Remind students that when they cite text evidence, they must use the exact words that appear in the text and put quotation marks around them. Then guide students to revise their responses so that they cite details from the text. For example: *You're on the right track. e-NABLE did send Sierra something. Review the details you underlined. Can you be more specific in your response about what they sent?* Prompt students to add quotation marks around words and phrases they use from the text.

Not Yet Students may have difficulty using evidence to complete the frames, or may have difficulty identifying a second piece of evidence.	Model using the information you underlined in paragraph 3 to complete the first part of the task. *Let's look at what we underlined as a group. We underlined the first sentence in paragraph 3. It says, "A volunteer from e-NABLE sent Sierra a kit." We can use that evidence to complete the first frame. Let's write, "sent Sierra a kit."*
	Then explain that "it" in the second sentence refers to "the kit," and "had all" is another way of saying "included." *We need to find evidence in the text about what was in the kit. Can we cite any details in this sentence to complete the task?*
	If needed, model completing the second frame. Then guide students as they follow your model to complete the task.
On Track Students cite specific text details when explaining the meaning of the text.	

FORMATIVE ASSESSMENT
LANGUAGE GOAL: Speak in complete sentences to provide details and clarification.
Observe Listen as students report and compare responses to the Cite Evidence task.

Monitor Progress	Adapt Instruction/Strategies
Nearly There Students use complete sentences but may not provide adequate details and clarification.	Encourage students to elaborate on their responses. For example: *What other detail in the text did you underline? Can you tell me another detail you can include in your response?*
Not Yet Students respond with sentence fragments and may be hesitant to explain their thinking.	Prompt students to restate their comments in complete sentences. For example: *You mentioned "the printed parts." Please rephrase your answer in a complete sentence to tell what the kit included.*
	As needed, model restating students' fragments as complete sentences, using the relevant frames in the *ReaL Book* or the displayed frames. Then have students rephrase their response, following your model.
On Track Students express text details using complete sentences.	

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 _____.**