

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

Instructor: **Bjorneby**

Date: **11-3/4**

Class: **4th**

News Article: **Lending a Helping Hand** (Day 2)

Workshop 1 Lesson 10

STANDARDS

CCSS.ELA–LITERACY: RI.1.1, RI.1.10, RI.1.4, RI.2.1, RI.2.10, RI.2.4, RI.3.1, RI.3.10, RI.3.4, RI.4.1, RI.4.10, RI.4.4, RI.5.1, RI.5.10, RI.5.4, RF.1.4A, RF.1.4B, RF.1.4C, RF.2.4A, RF.2.4B, RF.2.4C, 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, 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.1.6, L.2.6, L.3.6, L.4.6, L.5.6

HEADS UP

Word Count: 466

Lexile Measure: 630L

Guided Reading Level: O

Qualitative Measure: Simple

Continue reading “Lending a Helping Hand” to find out how other young people used a 3-D printer to help someone in need. Students will use text evidence to support an idea about how to use a 3-D printer to help others.

MATERIALS

ReaL Book pp. 44–45

[Academic Interaction Card](#)

ACADEMIC VOCABULARY

connect (verb): to join together or partner with

receive (verb): to get or be given something

MEETING INDIVIDUAL NEEDS

- **Beginning Readers:** Closed Syllables
- **Standard Classroom English:** Sound Substitution: /f/ for /th/, Verb Formation

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Read for Detail
- **Extend:** Draw Conclusions
- **Language:** Adjectives

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Identify relevant text evidence and use it to support an idea.

Language Goal: Engage in a collaborative discussion about a text, clearly expressing ideas and building on others' ideas.

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!

Make Predictions

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **How do you predict that Zizi, the girl in the photograph on page 44, gets her prosthetic hand?**

 **I predict that Zizi gets her prosthetic hand from _____.**

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

 **So your prediction 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 continue learning how to identify evidence in a text to support an idea.*



 **Literacy Goal: Find evidence in a text and use it to support an idea.**

 **Language Goal: Share ideas and build on others' ideas when discussing a text.**

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *connect*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Connect 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 often connect with my friends through sports.*
 - Display and read aloud the meaning of *connect*.
 - Guide students in completing the blanks in their *ReaL Books*.
 - Make connections with your prior example. *Sometimes, my friends and I join together on the soccer field, and other times, we connect by playing softball.*
- 5) Discuss the example.
 - Read aloud the example question, and model one or two responses while pointing out the grammar target. *I connect with my friends who live far away by writing emails. So I'll write "writing emails." Notice how the first word after by in my response is a verb that ends in -ing, writing.*
 - Give students time to think of a response. *Think of another way that you connect with friends or family who live far away.*
 - 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.
 -  **How can you *connect* with your friends over the weekend?**
 -  **(connect) I can *connect* with my friends over the weekend by _____.** (e.g., calling them; hanging out with them; going to the park with them)

Teach Academic Vocabulary: receive

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Receive 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. *My friends will soon receive invitations to a party that I am hosting.*
 - Display and read aloud the meaning of *receive*.
 - Guide students in completing the blanks in their *ReaL Books*.
 - Make connections with your prior example. *I mailed the invitations to my party yesterday, so my friends should get, or receive, their invitations soon.*
- 5) Discuss the example.
 - Read aloud the example question and model one or two responses while pointing out the grammar target. *After I, I need a present-tense verb. Because I is singular, the verb needs to be in the singular form as well, like smile. Notice how smile does not end in –s, –ed, or –ing.*
 - Give students time to think of a response. *What else do you do when you receive a gift you like?*
 - 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 are hoping to receive soon?**


 **(receive)** I’m hoping that I will soon **receive** (a/an) _____. (e.g., a tablet; an invitation to my friend’s party; a kitten)

Establish Context

Remind students about prior reading. *Yesterday we learned how Sierra used a 3-D printer to build a prosthetic hand for a girl in California. In today’s reading, we’ll learn more about how young people are using 3-D printers to help others. We’ll also learn more about how 3-D printers work.*

- Use [Think \(Write\)-Pair-Share](#) to have students share questions they have about how 3-D printers work.

 **What questions do you have about how 3-D printers work?**

 **(One/Another) question I have about how 3-D printers work is** _____. (e.g., how do they make objects; what do they look like)

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 details that tell why Zizi felt overjoyed. If you hear a detail, underline 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.*
- Read aloud the descriptions in the diagram “How 3-D Printing Works” using echo-reading. Respond to questions students posed about how 3-D printers work.
- After reading, use **Think (Write)-Pair-Share** to have students respond to the Key Idea question.

Anticipate Challenges Point out that the word *connect* can also mean “to join two things together.” *For example, to recharge your cell phone, you must connect it to its charger.*

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. For students who accurately completed the Key Idea question, encourage them to strengthen their response by adding more details. *We are looking for reasons why Zizi felt overjoyed. Listen carefully as we reread the text. Put your thumb up when you hear a reason mentioned.*

- 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.

Make It Relevant Help students connect with Zizi’s emotions. Point out that the joy people feel when they receive something that they never expected to receive is often much greater than when they thought they would be getting something. Have volunteers share times in their lives when they have unexpectedly received something that they wanted. *How did you feel? How does your own experience help you understand how Zizi feels?*

- 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 7: *cost*; Paragraph 8: *went*; Paragraph 9: *had*)

Stretch

Read the task aloud and review identifying relevant evidence. Tell students that relevant evidence relates to and helps support a point or an idea about something. *This task asks us to use evidence from the text to support an idea about how to use 3-D printing in a way that helps people. Let's reread the text and look for evidence about why 3-D printing is great. This will help us figure out what else we could print with a 3-D printer to help people.*

- Have students use **Partner Cloze** to reread paragraphs 7 and 9. Remind students to look for relevant evidence as they reread the text. If needed, model identifying relevant evidence. *Paragraph 7 states that hands made using 3-D printers cost much less. A lower cost helps people! Let's underline that detail. It might help you come up with an idea for how else to use a 3-D printer to help people. As you continue to read, keep looking for other evidence that you can use when coming up with your idea.*

Use Technology Help students focus on the section “How 3-D Printers Work” by displaying page 45 of the *ReaL Book* during the small-group lesson. Read aloud the text and have them study the images to gain a clear understanding of how a 3-D printer works and what types of objects they can make.

- Model brainstorming an idea and supporting it with evidence. *We know that 3-D printers can print pieces for a complex object, like a prosthetic hand. I also read in paragraph 7 that “hands made using 3-D printers cost much less.” Maybe I could print a musical instrument. Musical instruments have many pieces and can be really expensive. Using a 3-D printer would help make instruments cheaper, so more students could afford them.*
- Have students work in pairs to complete the task.
- Use the **Academic Discussion** routine to structure student interaction as pairs report and compare ideas.

 (Name) had a good idea. I agree that _____ would be helpful because _____.

 Another way that (Name)'s idea would be helpful is _____.

FORMATIVE ASSESSMENT

LITERACY GOAL: Identify relevant text evidence and use it to support an idea.

Observe Review students' written responses to the Stretch item, and listen as students discuss their ideas with their partners and the group.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students come up with an idea for what to print but could choose more relevant evidence to support why it would help people.</p>	<p>Point students to a paragraph that contains evidence that better supports their idea for what to print. <i>Is there evidence in this paragraph that better supports your idea? Add it to your response.</i></p> <p>If needed, review the paragraph detail by detail, guiding students to recognize which details may provide stronger evidence for their idea.</p> <p>Have students revise their responses using the stronger evidence.</p>
<p>Not Yet Students have difficulty coming up with an idea for what to print and, therefore, do not identify any relevant evidence.</p>	<p>Review with students the benefits of 3-D printers. <i>The text tells us that 3-D printers print all of the pieces of a prosthetic hand, so we know that they're good for printing things with many pieces. We also read that the printed hands cost much less than the hands made at a hospital. So we know they can produce certain items inexpensively.</i></p> <p>Brainstorm ideas with students. Prompt them to consider items that they know many people need or use. Ask questions to guide students to determine whether these things would still be useful if printed in plastic (e.g., dishes and canes would still be useful; apples and sheets would not be useful), and if printing them with a 3-D printer would make them less costly.</p>
<p>On Track Students identify text evidence to support their ideas.</p>	

FORMATIVE ASSESSMENT

LANGUAGE GOAL: Engage in a collaborative discussion about a text, clearly expressing ideas and building on others' ideas.


Observe Listen as students share their ideas in response to the Stretch item.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students express their ideas clearly but may not build on others' ideas.</p>	<p>Guide students to build on others' ideas. <i>You've mentioned several reasons why your idea would help people. Can you explain how (Name)'s idea would help people? Are your ideas similar or different?</i></p> <p>If needed, guide students to use the displayed frames or frames from the Academic Interaction Card for comparing ideas.</p>

<p>Not Yet Students are reluctant to volunteer responses and may lack confidence about how to share their ideas.</p>	<p>Prompt students to share their ideas. <i>What's your idea? What text evidence did you find to support your idea?</i></p> <p>If needed, model using the frames in the <i>ReaL Book</i> to express the student's idea and support it with evidence, and have the student repeat back.</p>
<p>On Track Students share ideas and build on each other's ideas.</p>	

The Takeaway

Reflect on the relevance of “Lending a Helping Hand” by leading students in a collaborative discussion. *Sierra made a prosthetic hand for a girl in California and changed the girl's life. When I read that part of the text, I felt inspired! Which part of the text caused you to feel inspired? Why did it inspire you?*

 **One part of the text that inspired me was when _____ because _____.** (e.g., Zizi got her prosthetic hands/she was overjoyed to get the hands)

WHOLE GROUP

WRAP UP

Extend Knowledge

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

 **What aspect of 3-D printing would you like to learn more about?**

 **I'd like to learn more about _____ because _____.**