

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

Instructor: **Bjorneby**

Date: **12-2**

Class: **4th**

Novel Excerpt: from **Charlie and the Chocolate Factory** (Day 1)

Workshop 1 Lesson 19

STANDARDS

CCSS.ELA–LITERACY: RL.1.1, RL.1.10, RL.1.2, RL.1.4, RL.2.1, RL.2.10, RL.2.2, RL.2.4, RL.3.1, RL.3.10, RL.3.2, RL.3.4, RL.4.1, RL.4.10, RL.4.2, RL.4.4, RL.5.1, RL.5.10, RL.5.2, RL.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.2.4D, L.3.1G, L.5.5C, L.1.1E, L.2.1D, L2.2C

HEADS UP

Word Count: 893

Lexile Measure: 600L

Guided Reading Level: O

Qualitative Measure: Simple

Today students will enter the imaginative world of Roald Dahl's *Charlie and the Chocolate Factory*, where they'll get a taste of Willy Wonka's creative inventions.

Background knowledge—Tell students that they are about to read an excerpt, or a short part of a text that is taken from a longer text, and they are reading a part from the middle of the story. The main character, Willy Wonka, is an eccentric inventor of chocolates, and he runs his own seemingly magical chocolate factory filled with fantastical candy-making inventions. In the novel, five lucky children have been invited to tour Wonka's factory to see the wacky inventor's sweet inventions firsthand.

Engage—Students may be familiar with the story from either reading the book or seeing a movie version of the story. Get students excited about today's reading by inviting them to retell parts of the story they remember.

MATERIALS

Real Book pp. 60–61

[Academic Interaction Card](#)

ACADEMIC VOCABULARY

fascinating (adjective): very interesting

satisfy (verb): to make someone happy by giving them what they want or need

ADDITIONAL VOCABULARY

absolutely (adverb): completely and in every way

MEETING INDIVIDUAL NEEDS

- **English Learners:** Comparatives and Superlatives, Contractions, Homophones, Past-Tense Verbs
- **Standard Classroom English:** Sound Elimination: //

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Read for Detail
- **Extend:** Summarize

[Get Resources](#) I can summarize a text.
I can use academic vocabulary to summarize. (plot, setting, character)

OBJECTIVES

Primary Goals

Literacy Goal: Summarize important details in a text.

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

Additional Goals

Literacy Goal: Determine key ideas in a literary 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.

 **(produce) Companies produce smartphones that are able to _____.** (e.g., connect to the Internet; download apps; send video messages)

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're going to practice summarizing a section of the text so we can better understand it.*

 **Literacy Goal: Summarize important details in a text.**

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

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *fascinating*

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

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

2) Clarify the part of speech. *Fascinating 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 saw a fascinating movie about how the subway system in New York City was built.*
- Display and read aloud the meaning of *fascinating*.
- Guide students in completing the blanks in their *ReaL Books*.

- Make connections with your prior example. *When you think a movie is very interesting, you can say that it is fascinating.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *I need a noun, a thing, to complete the sentence. I can write math or any other subject I find fascinating.*
- Give students time to think of a response. *What subject do you find fascinating?*
- 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 do you think is a *fascinating* book?**

 **(*fascinating*) I think _____ is a *fascinating* book.** (e.g., *Charlie and the Chocolate Factory*; *Harry Potter and the Chamber of Secrets*)

Teach Academic Vocabulary: *satisfy*

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


- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Satisfy 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. *Sometimes if I’m still hungry after lunch, I satisfy my hunger with a piece of fruit.*
 - Display and read aloud the meaning of *satisfy*.
 - Guide students in completing the blanks in their *Real Books*.
 - Make connections with your prior example. *When I am still hungry after lunch, I eat fruit to satisfy my need for food.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *I need a noun phrase to complete the sentence. A noun phrase includes a noun and one or more other words to describe or tell about the noun. I can complete this sentence by writing “a sandwich” or by writing “my mom’s famous meatloaf.”*
- Give students time to think of a response. *What meal satisfies you when you are hungry?*
- 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 do you *satisfy* your thirst on a hot day?**

 **(*satisfy*) I *satisfy* my thirst on a hot day by _____.** (e.g., drinking ice-cold water; having a glass of iced tea; eating a juicy orange)

Teach Additional Vocabulary

Teach the additional academic vocabulary word as time permits: *absolutely*.

 ***absolutely* (adverb)**

 **Meaning: completely and in every way**

 **Example: I think that babies are *absolutely* adorable.**

Activate Knowledge

Provide background information about today’s novel excerpt. *Today we’ll read the first part of an excerpt from Charlie and the Chocolate Factory. Willy Wonka is giving a tour of his secretive chocolate factory to five lucky children. The first stop was the Chocolate Room, where one greedy kid fell into the chocolate river. Now, they are in the Inventing Room, and Mr. Wonka is showing off his latest, but not perfected, inventions.*

- Use [Think \(Write\)-Pair-Share](#) to have students discuss what kind of inventions could be created at a chocolate factory.

 **What kind of inventions do you think could be created at a chocolate factory?**

 **I think that _____ could be created at a chocolate factory.** (e.g., chocolate that won’t melt; chocolate that comes in different colors)

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. *Remember that fascinating means “very interesting.” Listen for the word fascinating and then listen for details that explain why the gum is so interesting. If you hear an example as I’m reading, circle it.*
- Read aloud the text using [Modeled Fluent Reading](#). *Follow along silently as I read the text aloud.*

Use Technology You can quickly access the steps of routines such as [Modeled Fluent Reading](#) by clicking on the routine name. Explore the full content of the routines, including pedagogy, examples, and detailed explanations of the steps, in Resources in HMH Teacher Central.

- During reading, clarify the meanings of the words *nonsense* and *rubbish*.
- After reading, use [Think \(Write\)-Pair-Share](#) to have students write and share responses to the Key Idea question.

Make Connections Connect *Charlie and the Chocolate Factory* to previous texts. *You’ve read about real-world inventors like Thomas Edison and Lewis Latimer. In order to invent the lightbulb, they had to use real materials, like wire and glass. Now, you’re reading about inventions that have no limits. What are some differences between inventing things in real life and inventing things in a story?*

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 details that help us understand what makes the gum so fascinating and different from other types of gum. Paragraphs 1 through 5 contain details that tell about the gum. Listen carefully for these details as you reread the text with your partner.*

- Have students read the text aloud with a partner.
- Support students in revising or adding to their Key Idea responses.
- Have students share revised or new ideas with the group.

Review Foundational Skills: Compound Words Point out examples of compound words as you reread the text. Have students split the compound words and read the two words. Then have students read the whole word and use the meanings of the smaller words to figure out what the compound words mean. (Paragraph 3: *everything, mealtimes, breakfast, blueberry, anything*)

Summarize


Read the task aloud and review summarizing. Review that summarizing means to retell the most important ideas from a text using your own words. Remind students that a summary doesn't include an opinion. *Our task is to find important details that tell about the benefits of Mr. Wonka's chewing-gum meal and then summarize the benefits in our own words. When we reread, we'll look for details that tell about the benefits of Mr. Wonka's new chewing-gum meal.*

- Have students reread paragraph 3 aloud with a partner.
- Think aloud to model identifying important details in a text. *The first detail I see that tells about a benefit is "It will be the end of all kitchens and all cooking!" so I will underline it. Let's keep reading, looking for other important details.*
- Use **Think (Write)-Pair-Share** to have students identify the remaining important details.
- Work with students to develop their summaries. *Let's use the underlined details to help us summarize the benefits of the chewing-gum meal. The sentence frame uses the words include and or, so I know that I need more than one benefit to tell this part of the summary.*
- Remind students to paraphrase and not repeat the text exactly. *State the details using your own words and not exact words from the text.*
- Use the **Academic Discussion** routine to structure student interaction as they discuss their responses with the group.

 **(One/Another) detail I underlined was _____.** (e.g., "There will be no more shopping to do!"; "No rubbish!")

 **This detail is a benefit because _____.** (e.g., people will have more time to do fun things now that they don't have to spend time shopping; not having trash is good for the environment)

Adapt Procedures If students demonstrate proficiency with summarizing, ask them to write or tell a summary of the text without the given response frame. Or, ask students to help you co-construct a response frame that could begin the summary in a different way.

FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Summarize important details in a text.</p> <p>Observe Review students' responses to the Summarize task and listen to student discussions with their partners/group.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students identify details from the text but have difficulty determining which details are important enough to use in the summary.</p>	<p>Remind students that a summary is a brief retelling of a text and includes only the most important details.</p> <p>Make a list of the details that students underlined. Then, help students identify the details that best answer the Summarize question.</p> <p><i>There are many details that tell about the benefits of Mr. Wonka's new chewing-gum meal. But summaries need to be brief, so we should only use the most important details. Which details best explain the benefits of Mr. Wonka's chewing-gum meal?</i></p>
<p>Not Yet Students do not identify important details from the text.</p>	<p>Return to specific sentences in paragraph 3, and ask if they tell about the benefits of the new gum. For example, "<i>No mess!</i>" <i>Is this a benefit?</i> (yes) <i>How do you know?</i> (People will be happy because they won't need to clean up after cooking anymore.)</p> <p>Remind students to use the most important details in their summaries. <i>There are a lot of details that tell about the benefits of the chewing-gum meal, but we need to pick the most important details when we summarize. Use the frame to explain why you chose this detail as the most important.</i></p> <p> I think _____ is the most important detail because _____.</p> <p>(e.g., "No more buying of meat and groceries!"/it means that people will save time and money)</p>
<p>On Track Students identify and summarize important details in the text.</p>	

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Speak in complete sentences to provide details and clarification.</p> <p>Observe Listen for the use of complete sentences that provide text details as students discuss their summaries.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students provide text details but may not speak in complete sentences.</p>	<p>Prompt students to restate text details using complete sentences.</p> <p><i>I heard you say “no knives and forks.” Can you use the sentence frame to say your response in a complete sentence?</i></p>
<p>Not Yet Students do not provide relevant text details and volunteer one-word responses.</p>	<p>Use frames to help students restate details in complete sentences.</p> <p><input type="checkbox"/> One benefit of Mr. Wonka’s gum is _____.</p> <p><input type="checkbox"/> Another benefit of the gum is _____.</p> <p><input type="checkbox"/> The gum has these benefits because _____.</p> <p>Model a response if necessary.</p> <p><i>One benefit of Mr. Wonka’s gum is that people won’t need to cook meals. Another benefit of the gum is that people won’t need to do dishes after cooking. The gum has these benefits because it is the only thing people will need for a meal.</i></p>
<p>On Track Students express text details using complete sentences.</p>	

WHOLE GROUP

WRAP UP

Monitor Progress Toward Goals

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

- What is your goal for reading independently? How are you progressing in that goal?**
- My goal is to complete _____ texts by _____. I have completed _____ texts and I am (behind/ahead of) my goal.**