

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

Instructor: **Bjorneby**

Date: **12-6**

Class: **4th**

Novel Excerpt: from **Charlie and the Chocolate Factory** (Day 2)

Workshop 1 Lesson 20

STANDARDS

CCSS.ELA–LITERACY: RL.1.1, RL.1.10, RL.1.4, RL.1.9, RL.2.1, RL.2.10, RL.2.4, RL.2.9, RL.3.1, RL.3.10, RL.3.4, RL.3.9, RL.4.1, RL.4.10, RL.4.4, RL.4.9, RL.5.1, RL.5.10, RL.5.4, RL.5.9, 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, W.1.1, W.2.1, W.3.10, W.3.1A–D, W.3.4, W.4.1 A–D, W.4.10, W.4.4, W.5.1 A–D, W.5.10, W.5.4, 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.2.4D, L.2.6, L.3.6, L.4.6, L.5.6

HEADS UP

Word Count: 893

Lexile Measure: 600L

Guided Reading Level: O

Qualitative Measure: Simple

Violet demanded that Mr. Wonka let her try his new chewing-gum meal in yesterday's excerpt. Today, students will use text details to decide if Violet made the right decision.

MATERIALS

ReaL Book pp. 62–63

[Academic Interaction Card](#)

ACADEMIC VOCABULARY

clever (adjective): able to learn and understand things quickly

extraordinary (adjective): very unusual or out of the ordinary

ADDITIONAL VOCABULARY

obstinately (adverb): refusing to change one's ideas or actions; stubbornly

MEETING INDIVIDUAL NEEDS

- **English Learners:** Modal Verbs
- **Standard Classroom English:** Sound Elimination: Initial *r*-Blends, Sound Substitution: Vowels Before *m* and *n*

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Make Predictions
- **Extend:** Skill Builder: Supporting Reasons
- **Language:** Debate Tracker

[Get Resources](#)

I can use text evidence to support an opinion.

I can learn and use new academic vocabulary. (clever, extraordinary, obstinately)

OBJECTIVES

Primary Goals

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

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

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.

WHOLE GROUP

DO NOW!

Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 (**fascinating**) The kinds of books I find **fascinating** are _____. (e.g., history books; science-fiction books; memoirs)

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 think about what we would do if we were on Mr. Wonka's tour. We'll use text evidence to decide whether we would want to try Wonka's new chewing gum.*

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

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

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *clever*

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

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

2) Clarify the part of speech. *Clever is an adjective, a describing 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 felt very clever when I figured out how to use my phone to edit videos.*
- Display and read aloud the meaning of *clever*.
- Guide students in completing the blanks in their *ReaL Books*.
- Make connections with your prior example. *When I figure out how to do something new, like use a phone to edit videos, it makes sense that I feel clever.*

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. The noun should be a person because we're talking about "someone." I'll complete this sentence with "my teacher" or "the president of our class."*
- Give students time to think of a response. *Think of someone you know who is clever.*
- 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.

 **Who in your family is very *clever*?**


 **(*clever*) My _____ is very *clever* because (he/she) _____.** (e.g., mother/she is a scientist; brother/he knows how to fix everything; grandfather/he can speak five different languages)

Teach Academic Vocabulary: *extraordinary*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Extraordinary is an adjective, a describing 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 was amazed by the extraordinary paintings students made in art class.*
 - Display and read aloud the meaning of *extraordinary*.
 - Guide students in completing the blanks in their *ReaL Books*.
 - Make connections with your prior example. *When I see extraordinary paintings, I feel amazed because the students made such unusual paintings.*
- 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. Something extraordinary that we recently read about is “a girl inventing a prosthetic hand.” Or I can write about something I’ve read on my own, such as “the discovery of a new planet beyond Pluto.”*
 - Give students time to think of a response. *What extraordinary things or people have you read about?*
 - 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.


 **Who is someone you know with *extraordinary* talent?**

 **(*extraordinary*)** Someone I know with ***extraordinary*** talent is _____, who can _____ better than anyone else I know. (e.g., my best friend/sing; my cousin/ride a unicycle)

Teach Additional Vocabulary

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

 ***obstinately*** (adverb)


 **Meaning:** stubbornly; in an unreasonable way

 **Example:** My dog *obstinately* refused to listen when I called him.

Establish Context

Remind students about prior reading. *In the last section of Charlie and the Chocolate Factory, Violet Beauregarde really wants to try the chewing-gum meal. Do you think Mr. Wonka will let her try his newest invention?*

- Use **Think (Write)-Pair-Share** to have students share whether or not they think Mr. Wonka will let Violet try his new chewing-gum meal.

 **Do you think Mr. Wonka will let Violet try his new chewing-gum meal? Why or why not?**

 **I think Mr. Wonka (will/will not) _____ let Violet try his new chewing-gum meal because _____.** (e.g., will/he is so excited about it; will not/it isn't ready yet and might be dangerous)

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 describe Mr. Wonka's reaction to Violet when she chews the gum. If you hear a detail about this as I'm reading, circle it.*
- Read aloud the text using **Modeled Fluent Reading**. *Follow along as I read the text aloud.*
- During reading, clarify the meanings of the words *spellbound* and *gaping*.
- After reading, use **Think (Write)-Pair-Share** to have students write and share responses to the Key Idea question.

Anticipate Challenges Provide support for similes in the text. Point out the phrase “like a pair of tongs” (paragraph 10). Explain that this phrase is a simile that uses the word *like* to compare Violet's jaws to tongs. Tongs are kitchen tools that open and close to grip things. Explain that authors use similes to paint pictures in readers' minds.

Expect More—Get More Follow strong responses to the Key Idea question with more challenging questions. After a student gives the correct answer, follow up with questions that extend knowledge and check for full understanding. For example, *How did you know that Mr. Wonka was upset? What evidence did you find that tells you how Mr. Wonka was feeling?*

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 about how the text details show Mr. Wonka’s reaction. *We are looking for details that show Mr. Wonka’s reaction to Violet chewing the gum. What he says and does will help you figure out how he feels. Listen carefully as we reread the text. Put your thumb up when you hear a detail that shows his reaction.*

- Have students reread 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 each compound word and read the two smaller words. Then have students read the whole word and use the meanings of the smaller words to figure out what each compound word means. (Paragraph 8: *anything*; Paragraph 19: *everybody*, *spellbound*)

React and Write

Read the task aloud and review forming an opinion. Tell students that when they form an opinion regarding a text, they must support their opinion with text evidence. *When forming an opinion, there is no right or wrong answer, but you must make sure you can back up your opinion with evidence from the text. This task asks me to form an opinion about whether or not I would chew the gum if I were Violet. First, I’ll revisit the text to find details about chewing the new gum. Then, I’ll think about those details and form an opinion.*

Make Connections Another story that students can read that includes fictional inventions is the Independent Reading book, *20,000 Leagues Under the Sea*. Guide students to compare and contrast the inventions in both texts and discuss how both stories include futuristic and useful inventions that are potentially dangerous.

- Have students reread paragraphs 10 to 18 to find details about trying out the new chewing gum.
- Model forming an opinion and guide students to use direct evidence from the text. *On the one hand, Mr. Wonka doesn’t want Violet to chew the gum because he says it isn’t ready. On the other hand, no one else has ever had a chewing-gum meal. I think if I were Violet, I would want to be the first person to chew it. The evidence that supports my opinion is Mr. Beauregarde saying, “Our little girl is the first person to have a chewing-gum meal!”*
- Have partners orally share their responses to the question.
- Use the [Academic Discussion](#) routine to structure student interaction as they discuss responses with the group.

 In my opinion, if I were Violet I would _____.

 One text detail that supports my opinion is _____.

 (Name) makes a good point. I agree that _____ (would/would not) make me want to chew the gum.

Follow With Feedback Check in with students as they write their responses to the React and Write task. Provide immediate feedback, focusing on the text evidence students need to support their opinion. For example: *Which piece of evidence best explains why you made that choice?*

FORMATIVE ASSESSMENT

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

Observe Review students' written responses to the React and Write item. Then listen as students discuss their opinions with their partners and the group.

Monitor Progress

Adapt Instruction/Strategies

Nearly There Students form an opinion but could choose more relevant evidence to support it.

Help students identify more relevant evidence in the paragraphs.


Is _____ the most relevant piece of evidence? Does _____ more strongly support your opinion?

Have students restate their opinions, supporting them with more relevant evidence.

Not Yet Students cannot identify relevant evidence because they have difficulty forming an opinion.

Tell students who do not form an opinion that there is no right or wrong answer. Model forming the opinion that you would chew the gum, and then model forming the opposite opinion. Ask students which opinion they agree with and why.

Create a T-chart to help students organize evidence. In one column, list evidence that supports the opinion that chewing the gum is a good idea. In the other column, list evidence that supports the opinion that chewing the gum is a bad idea. Have students add evidence to the chart. Then guide students to form an opinion, using the sentence frames:

 If I were Violet, I (would/would not) chew the gum because _____.

 One piece of evidence that supports my opinion is _____.

 Another piece of evidence that supports my opinion is _____.

On Track Students identify text evidence to support their opinions.

FORMATIVE ASSESSMENT

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

Observe Listen as students share their responses to the React and Write item with the group.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students try to collaborate and build on one another's responses but may not express their personal opinions clearly.</p>	<p>Help students express their opinions more clearly.</p> <p><i>You said that (piece of evidence) supports (Name)'s opinion. Is this also your opinion?</i></p> <p><i>You've mentioned lots of evidence that supports the idea that you would chew the new gum. Is that your opinion? Can you phrase your opinion in a complete sentence?</i></p>
<p>Not Yet Students do not volunteer responses or may not listen to others.</p>	<p>Comment on another student's relevant response. Then prompt students to share their own opinions.</p> <p><i>Do you agree with (Name)? What other evidence supports this opinion?</i> Guide students to use the displayed frames to express their opinions.</p>
<p>On Track Students express personal opinions clearly while collaborating with and responding to one another.</p>	

WHOLE GROUP

WRAP UP

Reflect

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

 **What is one question you still have after our lesson today?**

 **One question I still have is _____.**