

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

Instructor: **Bjorneby**

Date: **11-18-21** Class: **4th**

Explore Literature and Concept Map

Workshop 1 Lesson 16

STANDARDS

CCSS.ELA-LITERACY: RL.1.10, RL.1.3, RL.1.4, RL.2.10, RL.2.3, RL.2.4, RL.3.10, RL.3.3, RL.3.4, RL.4.10, RL.4.3, RL.4.4, RL.5.10, RL.5.3, RL.5.4, L.2.4E, L.3.4D, L.4.4C, L.5.4C

HEADS UP

Through literature, fiction writers invite us to explore people, places, and things that do not exist in real life. This lesson will introduce students to Part 2 of the Workshop, which focuses on the author as an inventor. Then, students will explore the concept of *imagination* by connecting their own ideas about and experiences with *imagination* to the Workshop focus.

Concept Word

imagination (noun): the mind's ability to be creative

MATERIALS

ReaL Book pp. 54–55

[Academic Interaction Card](#)

FAMILY ENGAGEMENT

Have students ask family members or caregivers (or post on the class website, email list, social media feed, or messaging app while following school and district rules for online sharing): *What modern invention could you not live without?*

On dojo...

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Concept Web
- **Extend:** Concept Builder
- **Language:** Synonyms: Using a Thesaurus

[Get Resources](#) I can learn and use new content vocabulary.

OBJECTIVES

Primary Goals

Literacy Goal: Use topic vocabulary and generate examples to deepen understanding of a central concept.

Language Goal: Collaborate to discuss the concept of *imagination*, effectively expressing ideas and comparing and contrasting ideas with others.


WHOLE GROUP

DO NOW!

Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(assignment)** The **assignment** is to read any book I want, so I will read _____. (e.g., *Superfudge* by Judy Blume; *Wonder* by R.J. Palacio; *Our Plane is Down!* by Doug Paton)

2) Prompt partners to share their responses and restate their partners' ideas using response 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 preview the second half of Workshop 1, which features texts about big ideas. We'll explore the concept of imagination and how it relates to us and to the Workshop.*

 **Literacy Goal: Think deeply about a concept to come up with related words and examples.**

 **Language Goal: Discuss and compare and contrast ideas about the concept of imagination.**

EXPLORE LITERATURE

Introduce and Engage

Preview the Part 2 overview.

- Remind students about the theme of Workshop 1 and about the texts they read in the first half of the Workshop. *Think back to the texts we read in the first half of the Workshop. They were about ideas, inventions, and technology. Then we wrote an opinion piece about resilience and creativity.*

Make Connections Make an explicit connection between Parts 1 and 2 of this Workshop. *In the first half of this Workshop, we read texts about inventors and how their inventions have changed and improved the world. Today, and for the rest of the Workshop, you'll think about how imagination helps authors create new ideas and inventions.*

- Echo-read the introductory text under the Workshop title and ask a question to check for understanding. *If a writer doesn't feel like writing about what they know, what is another option they have?* (e.g., They can make up things to write about and even invent new worlds.)
- Read aloud the Focus Question. *Throughout this part of the Workshop, we will discuss how writers use their imaginations to invent, or come up with, interesting and unique characters, settings, and stories.*

Make It Relevant Remind students that part of the fun of reading fictional texts is that anything can happen. An author can create new worlds, new people, new inventions, and new languages. Ask students to think about a favorite imaginary world, character, or invention that they've read about or seen in a movie or in a show. *Which are more interesting: invented worlds and characters, or realistic ones? Can you give specific examples?*

Preview the literary texts and project.

- Ask students to survey the text titles and share thoughts and observations about the images associated with each text.
- Read aloud and briefly describe the project. *This Workshop's project is to develop a patent. You will identify a problem and think up an invention to solve it. Then you will draw a diagram of your invention and write a description of it.*

MAP CONCEPTS

Activate Knowledge

Introduce the concept of *imagination*. *Today we will collect and share ideas about imagination, a concept that we will encounter in Part 2 of this Workshop.*

- Pronounce the word *imagination*, have students repeat it twice, display the meaning, and give the part of speech.

 **imagination (noun): the mind's ability to be creative**

- Deepen understanding by providing an example.

 **My *imagination* is sparked when I _____.** (e.g., read a science-fiction novel; go to an art museum; watch a magic trick)

- Model how to share a word that you connect with the concept. *The word innovation came to mind because an innovation is something new, and making something new takes imagination.*

Use the **Academic Discussion** routine to activate knowledge about the concept *imagination*.

1) Guide students to brainstorm ideas for the concept map. *What connections with imagination can you make?*

Anticipate Challenges Some students might find it difficult or frustrating to brainstorm multiple responses related to the same concept. Assure students that there are many correct responses. Prompt them to consider a range of ideas to record and discuss. *I am sure you can make many connections with the concept of imagination. Look at the photographs on this page or think about the Anchor Video for inspiration. What connections with imagination can you make?*


2) Prompt students to write ideas in the concept map. *Record at least one idea in your concept map.*


3) Have partners use the Language to Make Connections frames to exchange ideas. Model using the frames to share an idea. *One word I thought of is originality. I thought of this word because when you use your imagination, you can think up new and original ideas. Use the Language to Make Connections frames to talk about the word you chose and why you chose it.*


4) Use varied strategies to have partners report their ideas using the Language to Compare and Contrast frames. Model how to use the Language to Compare and Contrast frames to have students build on one another's contributions and report an idea to the group. *I thought of a different word from (Name). Innovations come from imagination. Vision and imagination mean the same thing.*

- Encourage students to record new words in their concept maps.

Adapt Procedures Encourage students to add more circles to the concept map to accommodate their ideas about the concept of *imagination*. Consider timing this part of the activity. Challenge students to add and fill in three more circles in the concept map in one minute.

FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Use topic vocabulary and generate examples to deepen understanding of a central concept.</p> <p>Observe Review students' completed examples and explanations.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students suggest words or phrases that show understanding of the concept, but their explanations may be weak or unspecific (e.g., My imagination is my brain.).</p>	<p>Guide students to clarify ideas. <i>You connected brain to imagination. Can you explain why?</i> Use the frame to guide student responses.</p> <p> The word <i>imagination</i> made me think about the (word/phrase) _____ because _____.</p>
<p>Not Yet Students give vague or irrelevant ideas or they do not state ideas.</p>	<p>Correct and redirect vague or inaccurate ideas. <i>Think about ways people use their imaginations to invent new things. When you think of imagination in this way, what other words come to mind?</i></p> <p>Help students check whether their initial responses connect to or illustrate the concept of <i>imagination</i>. <i>What were you thinking about when you gave this response? How can you connect your response to imagination?</i></p>
<p>On Track Students' suggested words or phrases show understanding of the concept and their explanations are strong and specific.</p>	



FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Collaborate to discuss the concept of <i>imagination</i>, effectively expressing ideas and comparing and contrasting ideas with others.</p> <p>Observe Listen as students make connections and compare responses.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students' oral reports of classmates' ideas restate but may not compare and contrast ideas.</p>	<p>Guide students to compare and contrast ideas. <i>In what ways is your partner's idea (the same as/different from) yours?</i></p> <p>Use the frame to guide responses:</p> <p> My idea is (the same as/different from) my partner's because _____</p>

<p>Not Yet Students' reports of classmates' perspectives reflect lack of attention or misunderstanding.</p>	<p>Support students to paraphrase each other's ideas:</p> <p><i>Let's ask (Name) to say his or her idea again. This time, listen carefully for the word they chose and why they chose it. Be ready to say it in your own words.</i></p> <p> (Name) thought of the word _____ because _____.</p>
<p>On Track Students' oral reports restate and compare and contrast classmates' ideas.</p>	

WRAP UP

Reflect

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

-  **What visual image from a book or video made a strong impression on you today?**
-  **The visual image that made a strong impression on me today was _____.** I remember this image because _____.