

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

Instructor: **Bjorneby**

Date: **11-30**

Class: **4th**

Informational Text: **Imagine, Write, Invent!**

Workshop 1 Lesson 17

STANDARDS

CCSS.ELA–LITERACY: RI.1.1, RI.1.10, RI.1.2, RI.1.4, RI.2.1, RI.2.10, RI.2.2, RI.2.4, RI.3.1, RI.3.10, RI.3.2, RI.3.4, RI.4.1, RI.4.10, RI.4.2, RI.4.4, RI.5.1, RI.5.10, RI.5.2, RI.5.4, 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, L.2.4D, L.3.2F, L. 4–5B, L.5.4C, L.1.6, L.2.6, L.3.6, L.4.6, L.5.6

HEADS UP

Word Count: 265

Lexile Measure: 440L

Guided Reading Level: N

Qualitative Measure: Simple

Authors and inventors both use creativity in their work. Students will read this informational text to learn how author J.K. Rowling had to struggle, fail, and try again in order to succeed—just like an inventor!

Background knowledge—Students are likely familiar with the popular Harry Potter book series. Share that the series was a worldwide best seller and that each book was made into a blockbuster movie. Explain that J.K. Rowling, the author, imagined and wrote every detail in the books.

Engage—Students may have read the Harry Potter books or seen the movies. Get students excited about today’s reading by inviting them to discuss the Harry Potter stories. Focus on the fantastical elements in the stories.

MATERIALS

ReaL Book pp. 56–57

[Academic Interaction Card](#)

ACADEMIC VOCABULARY

fictional (adjective): imaginary people, places, events, or things from a book or story

publish (verb): to print and sell a book or other written work

MEETING INDIVIDUAL NEEDS

[Meeting Individual Needs Overview](#)

- **Beginning Readers:** Identify Syllables
- **English Learners:** Homophones
- **Standard Classroom English:** Sound Substitution: Vowels Before *m* and *n*

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Important and Unimportant Details
- **Extend:** Cause and Effect
- **Language:** Compound Words

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

I can use text evidence to determine the meaning of compound words.

I can use text evidence to explain the relationship between a person and an idea.

OBJECTIVES

Primary Goals

Literacy Goal: Use text evidence to explain the relationship between an individual and an idea.

Foundations Goal: Read and determine the meaning of compound words.

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!

Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(connect)** I like to stay **connected** to my friends by _____. (e.g., texting them; emailing them; talking to them on the phone)

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 Foundations Goals. *Do you think inventors and writers have qualities in common? We'll read an informational text about J.K. Rowling and think about what she has in common with an inventor.*

-  **Literacy Goal:** Use text evidence to explain how a person and an idea are connected.
-  **Foundations Goal:** Read and figure out the meaning of compound words.

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *publish*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Publish 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. *The journalist published an article in the newspaper about the local election.*
 - Display and read aloud the meaning of *publish*.
 - Guide students in completing the blanks in their *Real Books*.
 - Make connections with your prior example. *A journalist can publish articles in newspapers or magazines.*
- 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 or a noun phrase to complete my sentence. I like to read about adventures that happened in real life, so I will write “real-life adventures.”*
 - Give students time to think of a response. *Think of another topic or genre that writers could publish stories 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.
 -  **What topic would you want to *publish* a book about?**
 -  **(publish) I would want to *publish* a book about _____.** (e.g., sports; monkeys; my grandma)


Teach Academic Vocabulary: *fictional*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Fictional 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 wish I could play the fictional sport quidditch.*
 - Display and read aloud the meaning of *fictional*.
 - Guide students in completing the blanks in their *Real Books*.
 - Make connections with your prior example. *Besides sports, like quidditch, there are lots of other things an author can make up for a fictional story, such as foods or places.*
 - Point out that the word *fictional* includes a suffix that changes the meaning of the base word. Direct students to underline the suffix *-al*. Discuss the meaning of the suffix and how it changes the base word. *The suffix -al means “of or relating to.” When added to the base word fiction, the suffix changes the word from a noun to an adjective.*
- 5) Discuss the example.
 - Read aloud the example question and model one or two responses while pointing out the grammar target. *I need two proper nouns to complete this sentence. The first blank should name a fictional character, so I’ll write Dorothy. The second blank should name the book or story she is from, so I’ll write The Wizard of Oz.*
 - Give students time to think of a response. *Who is one of your favorite fictional characters from a book, story, or movie?*
 - 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 would you do in a *fictional* world where kids were in charge of adults?**

 **(fictional) In a *fictional* world where kids were in charge, I would _____.** (e.g., tell my parents what time they needed to go to bed; play outside with my friends until midnight; eat dessert for every meal)

Activate Knowledge

Remind students about characteristics of inventors and connect those to the subject of today’s text. *From reading so much about inventors, we know that they are creative, resilient, and hard-working. Authors share those same qualities, too! You might already know J.K. Rowling—she’s the author of the best-selling Harry Potter series. We’ll read about how Rowling became such a successful writer.*

- Use **Think (Write)-Pair-Share** to have students share qualities of a successful writer.

 **What is one quality a successful writer might have?**

 **One quality a successful writer might have is _____.** (e.g., imagination; resilience; creativity)

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 respond after reading. *Listen for examples of how writers are similar to inventors. If you hear an example as I'm reading, circle it.*

Anticipate Challenges Provide support for idioms in the text by pointing out the idiom “bumpy road to success.” Explain that an idiom is a phrase that has a separate meaning than the literal meaning of the individual words. J.K. Rowling did not literally travel on a road that had bumps. The idiom tells the reader that the author experienced many failures before her books about Harry Potter became a success.

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

Ramp Up Routines During the **Think (Write)-Pair-Share** routine, use varied strategies to call on students to share responses: Begin with one or two students that you preselect. Ask students to nominate their partners to report. Direct the last student who shared to select the next student. Randomly select students using name cards. Invite students to report their partner's idea.

SMALL GROUP


BUILD FLUENCY AND COMPREHENSION

Second Read | Analyze People and Ideas

Read the task aloud and review analyzing people and ideas. Remind students of the definition of resilient, which they learned in “Bright Ideas,” the first text of this Workshop. *As I reread the text, I'll ask myself: Where does the text describe J.K. Rowling as resilient?*

- Reread paragraphs 2, 4, and 5 using **Oral Cloze 2**. Review what it means to be resilient. *In the text “Bright Ideas,” we learned that being resilient means to keep trying to accomplish something, even after failing.*

- Have partners orally share responses and explain which text details helped them figure out if J.K. Rowling is resilient. Support students, as needed, to connect J.K. Rowling’s experiences to the idea of being resilient. *In paragraph 2, the text explains that writers create many drafts and revise their work until it is perfect. In paragraph 4, we read about J.K. Rowling’s struggle to get published, and in paragraph 5, we read about how failure turned to success for her.*
- Use **Think (Write)-Pair-Share** to have students complete the item and share responses.

 **Another reason I think J.K. Rowling is resilient is _____.** (e.g., she did not give up when publishers rejected her book 12 times; she rewrote the first chapter of her first book 15 times)

FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Use text evidence to explain the relationship between an individual and an idea.</p> <p>Observe Review students’ written responses to the Analyze People and Ideas item. As students share, listen to how accurately they provide evidence that supports their answer.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students connect J.K. Rowling with the idea of <i>resilience</i> but do not provide text details to support their answers.</p>	<p>Reread paragraphs 4 and 5 with students. Ask students to underline examples of Rowling’s actions or attitudes to help them find text details to support their answer. <i>Do the details describe actions or attitudes that show Rowling is resilient? Add a detail to your response and check that you quoted the text accurately.</i></p>
<p>Not Yet Students do not show understanding of the idea of <i>resilience</i> and therefore have difficulty identifying examples of Rowling’s resilience in the text.</p>	<p>Review the concept of <i>resilience</i>, and help students identify examples of Rowling’s resilience in the text.</p> <p><i>“Rowling had a bumpy road to success” shows that Rowling struggled before she succeeded. She even rewrote her first chapter 15 times. What does that tell you about Rowling’s personality? Do you think she gives up easily, or is she resilient?</i></p>
<p>On Track Students identify the connection between J.K. Rowling and the idea of <i>resilience</i>.</p>	




Reinforce Foundational Skills: Read Compound Words

Model steps to help students read compound words.

- Read the introduction to compound words on page 57.
- Pronounce *broomstick*.


- Demonstrate how to find the two smaller words that make up the compound word. Display the words *broom* and *stick*. *I see two smaller words in the word broomstick: broom and stick. In order to read a compound word, look for the smaller words first. Read them and then put them together. Use the smaller words to help you find the meaning of the compound word.*
- Repeat with the second example word, *bookshelf*.
- Guide students to complete the task. Work on the first Split It item together, modeling splitting the word into two smaller words to determine the meaning. Then have students independently complete the task and share their responses with a partner.

Use Technology Use the Digital Teacher’s Edition to display this activity in the *Real Book* for the group. Work with students to underline the smaller words that make up the compound words to support students as they complete the task.

FORMATIVE ASSESSMENT	
<p>FOUNDATIONS LEARNING GOAL: Read and determine the meaning of compound words.</p> <p>Observe Review students’ responses to the Split It items. Then listen as students separate the compound word into two smaller words and then define the longer compound word.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students are able to define the compound words but don’t use the smaller words within the compound word to determine the word’s meaning.</p>	<p>Remind students to split the sample words as a way of understanding the meaning of the compound word. Discuss the meanings of the smaller words. Use sentence frames to support discussion:</p> <p> The first word _____ means _____</p> <p> The second word _____ means _____</p> <p> I think the compound word _____ means _____</p>
<p>Not Yet Students may have difficulty splitting the compound words.</p>	<p>Display a word that students are struggling with, and model how to split the words. Read each part and then read the whole word by running your finger under the word. Use the frames above to model determining the compound word’s meaning.</p>
<p>On Track Students separate the compound word into two smaller words and define the longer word accurately.</p>	

The Takeaway



Reflect on the relevance of “Imagine, Write, Invent!” by leading students in a collaborative discussion. *Even very famous authors like J.K. Rowling have to put a lot of time and effort into creating their work. She was very resilient despite dealing with so many setbacks. Which fact about J.K. Rowling did you find the most surprising?*

 **The fact about J.K. Rowling that I found most surprising is _____.** (e.g., it took so long to get her book published; her book was rejected 12 times)

WRAP UP

Revisit Workshop Focus

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

-  **How might writers change the world, or change the way people think about it?**
-  **One way writers can change the world or the way people think about it is by**
