

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

Instructor: **Bjorneby**

Date: **12-14/15** Class: **4th**

## End-of-Workshop Checkpoint

Workshop 1 Lesson 24

### STANDARDS

CCSS.ELA–LITERACY: RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3, W.1.1, W.1.8, W.2.1, W.2.8, W.3.10, W.3.1A–D, W.3.4, W.3.8, W.4.1 A–D, W.4.10, W.4.4, W.4.8, W.5.1 A–D, W.5.10, W.5.4, W.5.8, L.1.6, L.2.2E, L.2.4E, L.2.6, L.3.2G, L.3.4D, L.3.6, L.4.4C, L.4.6, L.5.4C, L.5.6

### HEADS UP

The End-of-Workshop Checkpoint provides an opportunity to provide differentiated instruction of Workshop skills based on student performance. Begin in whole group by reviewing academic vocabulary. Then use small-group time to differentiate instruction according to observed and/or reported student needs. Monitor students, and extend the Checkpoint for another day if students need additional support.

### MATERIALS

[Checkpoint Vocabulary Resource: 1B](#)

[Workshop Rubric](#)

Resources for Differentiated Instruction (RDI)

### PREPARE FOR THE CHECKPOINT

- To prepare for whole-group instruction, preview and print the whole-group vocabulary resources.
- To prepare for small-group instruction, follow the steps below for using data to group students and choose RDI lessons.
- Consider evaluating student work from Part 2 using the [Workshop Rubric](#).

### Use Data to Group Students and Choose RDI Lessons

1. **View student data.** Sort students based on strategy performance or Lexile score.
2. **Determine focus areas for small-group instruction based on student needs.** See the Groupinator for recommended strategies.

3. **Create and adjust groups.** Use the Groupinator to sort students into groups based on needs. If you would like to adjust groups, drag and drop students' names from one group to another. You may wish to consider performance, behavior, and other factors as you adjust your groups.
4. **Preview and assign Resources for Differentiated Instruction.** Identify lessons that meet your groups' needs. Click on the lesson previews to quickly access the recommended lessons.
5. **Prepare materials.** Select and plan to use relevant student resources for each of your small groups.

## RESOURCES FOR DIFFERENTIATED INSTRUCTION

### Literary Elements

- **Support:** Analyze Character; Analyze Plot
- **Extend:** Make Predictions

### Language and Conventions

- **Support:** Nouns; Verbs; Using a Dictionary
- **Extend:** Types of Sentences

### Academic Writing

- **Support:** Take Notes
- **Extend:** Opinion Essay

### [Get Resources](#)

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## WHOLE GROUP

## DO NOW!

### Show You Know

Use the [Do Now](#) routine.

- 1) Display the Do Now and assign the task.

 **(imagination) People who have a strong imagination are often good at \_\_\_\_\_.** (e.g., story writing; painting; inventing new things)

- 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.

## FOCUS ON ACADEMIC VOCABULARY

### Guide Vocabulary Practice

Review Academic Vocabulary.

extraordinary (page 62)

fictional (page 56)

peculiar (page 64)

publish (page 56)

satisfy (page 60)

**Set the purpose for vocabulary practice.** Remind students that they encountered many new academic words in the second part of Workshop 1. Explain that they can practice the new words by using them as synonyms for everyday words or to replace words with similar meanings.

*For example, listen to this sentence: “People must have thought that the airplane was a weird invention at first, because they did not think it was possible for humans to fly.” You could replace the everyday adjective weird with the more precise adjective extraordinary: “People must have thought that the airplane was an extraordinary invention at first, because they did not think it was possible for humans to fly.”*

Distribute Questions and Answers from [Checkpoint Vocabulary Resource: 1B](#).

- Explain that each question asks students to state and explain their thoughts using an academic word.
- Model your thinking for Item 1. *The first question uses the word peculiar, which I know means “strange.” The word most tells me that I need to name a hairstyle that’s more peculiar than any other one I know. So I will answer this question with the absolute strangest, or most peculiar, hairstyle I can think of!*
- Have students complete the practice item.
- Guide application by having students discuss Item 2 in pairs.
- Have students complete the remaining items independently.

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## SMALL GROUP

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### TEACH DIFFERENTIATED LESSONS

#### Use Resources

Use resources to meet student needs. See “Prepare for the Checkpoint” for details.

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## WHOLE GROUP

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### WRAP UP

#### Develop Mindset

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

-  **What is one challenge you faced in class today?**
-  **One challenge I faced in class today was \_\_\_\_\_.**