

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

Instructor: **Bjorneby**

Date: **12-7**

Class: **4th**

Novel Excerpt: from **Charlie and the Chocolate Factory** (Day 3)

Workshop 1 Lesson 21

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, W.4.9A–B, W.5.9A–B, 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.4.5A, L.5.5A

HEADS UP

Word Count: 893

Lexile Measure: 600L

Guided Reading Level: O

Qualitative Measure: Simple

Finish the excerpt from *Charlie and the Chocolate Factory* to discover just how wrong an invention can go. Students will cite text evidence to identify characters' reactions.

MATERIALS

ReaL Book pp. 64–65

[Academic Interaction Card](#)

ACADEMIC VOCABULARY

brilliant (adjective): very bright or shiny

peculiar (adjective): strange or not normal

ADDITIONAL VOCABULARY

suddenly (adverb): quickly and without warning

MEETING INDIVIDUAL NEEDS

- **Beginning Readers:** Open Syllables
- **Standard Classroom English:** Subject and Object Pronouns, Sound Substitution: Vowels Before m and n

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Analyze Character
- **Extend:** Critical Reading: Evaluate

[Get Resources](#)

I can use text evidence to explain a text.

I can learn and use new academic vocabulary. (brilliant, suddenly, peculiar)

OBJECTIVES

Primary Goals

Literacy Goal: Use text evidence accurately when explaining the meaning of a text.

Language Goal: Speak in complete sentences to provide detail 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.

WHOLE GROUP

DO NOW!

Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(fictional) A fictional place that I would want to live in is _____.** (e.g., Narnia; Hogwarts School of Witchcraft and Wizardry; Skylands)

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 will continue to practice finding evidence in the story. This time, though, we'll use the evidence to better understand the story elements, such as character.*



 **Literacy Goal: Use text evidence to explain a text's meaning.**

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

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *peculiar*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Peculiar 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. *There was a peculiar smell in the kitchen, so I opened a window.*
 - Display and read aloud the meaning of *peculiar*.
 - Guide students in completing the blanks in their *ReaL Books*.
 - Make connections with your prior example. *If there is a peculiar smell in the kitchen, opening a window to let fresh air in helps make the kitchen smell normal again.*
- 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 noun phrase to complete the sentence, so I'll write "a tornado."*
 - Give students time to think of a response. *Think about the peculiar or unusual weather you've experienced.*
 - 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 is an animal that looks *peculiar* to you?**
 -  **(*peculiar*) An animal that looks peculiar to me is _____.** (e.g., an anteater; an armadillo; a sloth)

Teach Academic Vocabulary: *brilliant*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Brilliant 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. *The brilliant stars were twinkling in the night sky.*
 - Display and read aloud the meaning of *brilliant*.
 - Guide students in completing the blanks in their *ReaL Books*.
 - Make connections with your prior example. *You can see brilliant stars twinkling at night because they are very bright against the dark sky.*
 - Explain another meaning of *brilliant*. *Brilliant is a multiple-meaning word. It also means “very smart.” For example, if someone invented a fork that you can eat when you’ve finished your meal, you might say, “That’s a brilliant idea!” You can use context clues to figure out which meaning of a multiple-meaning word is used in a text.*
- 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 the sentence. For example, I can write “a peacock” or “red roses.”*
 - Give students time to think of a response. *What animal, plant, or other thing in nature have you seen that is a brilliant color?*
 - 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 is an animal that has a *brilliant* color?**

 **(brilliant)** An animal that has a **brilliant** color is _____. (e.g., a parrot; a butterfly; a neon tetra; a flamingo)

Teach Additional Vocabulary

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

 ***suddenly* (adverb)**

 **Meaning: quickly and without warning**

 **Example: We were outside at recess when *suddenly* it started raining.**

Establish Context

Remind students about prior reading. *In the last section from Charlie and the Chocolate Factory, Violet was chomping on the gum, even though Mr. Wonka warned her not to. We'll read on to see how this part of the story ends.*

- Have students predict how they think this part of the story will end.

 **How do you think this part of the story will end?**

 **I think this part of the story will end with _____.** (e.g., something bad happening to Violet because she chewed the gum; the gum being a success; Mr. Wonka admitting he was wrong)

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 Violet when she gets to the dessert part of the chewing-gum meal. If you hear a detail that describes Violet as I'm reading, circle it.*
- Read aloud the text using **Modeled Fluent Reading**. *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 the Routines Model expectations for partner interaction. *Share your response with a partner using your own words in a complete sentence, starting with the phrase: "When Violet gets to the dessert part, her face and body _____."*

SMALL GROUP

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 citing specific text details. *We are looking for descriptions of Violet when she starts to taste the dessert part of the chewing-gum meal. Listen carefully as we reread the text. Put your thumb up when you hear a description of what happens to Violet.*

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

Anticipate Challenges Point out that the word *mop* in paragraph 30 is a metaphor used to describe Violet’s hair. *A metaphor is a type of figurative language that compares two things without using the words like or as. Metaphors often use the words is or was, as in “he is such a doll.” In this case, Violet’s hair is described as a mop, and the verb is implied. Describing Violet’s hair this way makes us think of long strands of curly, messy hair that look like the pieces of a mop. Authors use metaphors like this to help readers visualize, or make a picture in their mind.*

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. (Paragraphs 20, 23, 30: *blueberry*; Paragraph 30: *everybody*)


Cite Text Evidence

Read the task aloud and review how to cite text evidence. *When citing text evidence, remember to quote the text directly and use quotation marks around the exact words from a text to provide details that support your response. This task asks me to explain how Violet and her parents react differently when Violet changes color. First, I’ll revisit the text to underline details about how Violet and her parents react. Then, I’ll use that text evidence to think about their reactions.*

- Have students reread paragraphs 21 to 29 to find details that describe the reactions of Violet and her parents.
- Think aloud to model citing text evidence. *When Mrs. Beauregarde asks what’s happening to Violet, Violet says, “Oh, be quiet, mother, and let me finish!” This quote tells me that Violet isn’t worried about changing color. This text evidence shows Violet’s reaction, so I’ll underline it.*
- Have partners orally share responses to the question.
- Use the **Academic Discussion** routine to structure student interaction as they discuss responses with the group.

 **Violet reacts to changing colors by _____.** She feels _____. (e.g., saying, “Oh, be quiet, mother, and let me finish!”/unconcerned)

 **Mr. and Mrs. Beauregarde react by _____.** They feel _____. (e.g., shrieking, screaming, and shouting, and telling her to “spit that gum out at once!”/very upset; worried)

 **They react in (similar/different) ways because _____.** (e.g., different/they are paying attention to different things; different/Violet doesn’t realize what is happening to her)

Use Technology As you display page 65 of the *ReaL Book*, highlight evidence from the text that helps students answer the Cite Text Evidence task.

Make Connections Students who enjoyed reading about Willy Wonka’s fantastical inventions may also enjoy reading the Independent Reading graphic novel *20,000 Leagues Under the Sea*, a science-fiction story set aboard Captain Nemo’s submarine, the *Nautilus*. For students who choose to read this book, encourage them to compare and contrast Willy Wonka’s and Captain Nemo’s characters and the futuristic inventions each man created.


FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Use text evidence accurately when explaining the meaning of a text.</p> <p>Observe Review students' written responses to the Cite Text Evidence items. As students share, listen to how accurately they provide evidence that supports their responses.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Relevant text evidence is provided, but it may not be accurately quoted or may not fully answer the question.</p>	<p>Reread paragraphs 21 to 29 with students and ask them to underline details that show the reactions of Violet and Mr. and Mrs. Beauregarde. Then have them refer to the item again to determine which underlined details can support their responses. <i>Which details describe how the Beauregarde family reacts when Violet starts to change color?</i></p> <p>Guide students to cite relevant details in their responses, and remind them to check that they quoted the text accurately.</p>
<p>Not Yet Evidence provided may not be accurate or may be an opinion. Details may not be relevant or significant.</p>	<p>Guide students to identify relevant, accurate details. For example: <i>The details that tell us Violet enjoys the gum and that Mrs. Beauregarde asks what is happening to Violet are stated in the text, but they don't tell us anything important about their reactions. Let's reread paragraphs 21 through 29 again and look for the text that describes their reactions.</i></p> <p>As you identify details, model how to determine whether or not the detail is relevant.</p>
<p>On Track Students provide relevant text evidence to support their answers.</p>	

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Speak in complete sentences to provide detail and clarification.</p> <p>Observe Review students' Cite Text Evidence responses. Then listen as students discuss responses and ask questions about one another's choices.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students respond with relevant details, but they may not use the frame to express their ideas in complete sentences.</p>	<p>Affirm that students have provided a relevant idea, but support them to express it in a complete sentence. <i>I understand your idea. Try using that sentence frame again, but this time use a complete sentence from the text to support your answer.</i></p>

<p>Not Yet Students provide text evidence but may have difficulty incorporating it into a grammatically correct complete sentence.</p>	<p>Help students adapt their evidence so that they are using the correct part of speech needed to make a complete sentence. <i>When you quote text evidence that is already a complete sentence, you need to introduce the evidence you're quoting by identifying who says it and using a verb, such as says. For example: Violet says, "Oh, be quiet, mother, and let me finish!"</i></p>
<p>On Track Students express text details using complete sentences.</p>	

The Takeaway

Reflect on the conclusion of this excerpt from *Charlie and the Chocolate Factory* by leading students in a collaborative discussion. *At the end of this excerpt, Violet turned the color of blueberry juice. Her body, her face, and even her hair turned blue! This happened when Violet chewed the gum even though Mr. Wonka told her not to. Do you think Violet deserved what happened to her? Why or why not?*


 **Violet (does/does not) deserve what happened to her because _____.** (e.g., does/she didn't listen to what Mr. Wonka said; does not/she didn't know she would turn blue if she chewed the gum)

WHOLE GROUP

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 that I faced in class today was _____.**