

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

Instructor: **Bjorneby**

Date: **3-1**

Class: **5th**

Informational Text: **Saddle Up!** (Day 1)

Workshop 4 Lesson 7

STANDARDS

CCSS.ELA–LITERACY: RI.1.1, RI.1.10, RI.1.2, RI.1.6, RI.1.7, RI.2.1, RI.2.10, RI.2.2, RI.2.6, RI.2.7, RI.3.1, RI.3.10, RI.3.2, RI.3.6, RI.3.7, RI.4.1, RI.4.10, RI.4.2, RI.4.6, RI.4.7, RI.5.1, RI.5.10, RI.5.2, RI.5.6, RI.5.7, 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.1.1B, L.1.1D, L.2.2C, L.3.2D, L.5.3A

HEADS UP

Word Count: 626

Lexile Measure: 710L

Guided Reading Level: R

Qualitative Measure: Simple

Most people can barely wait for an email—can you imagine waiting three weeks for a letter?! Students will examine the reasons the author includes to explain the need for the Pony Express in the American West of the 1800s.

Background knowledge—Consider providing context for the reference to “gold prospectors” in paragraph 2 of the text. Remind students that some people in the early 1800s headed west to seek a better life, often as farmers, while others headed west looking for adventure. Explain that in 1848, gold was discovered in the area that would become the state of California. Explain that gold is a precious metal that is worth a lot of money. Thousands of people started heading—or rushing—to California to find gold and get rich. These people were called “gold prospectors.” In 1850, California became a state. The Gold Rush continued until 1855. Many of the people who went to California during the Gold Rush stayed, and the need for better communication and transportation between the East Coast and the West Coast grew.

Engage—Display images of the deserts and mountains of Wyoming, Utah, and/or Nevada. Prompt students to think about how difficult it must have been to ride on horseback for days through the undeveloped landscape of the old West. Then explain that today students will learn about a group of riders who rode across the rough western terrain to deliver mail.

Materials

ReaL Book pp. 190–191

[Academic Interaction Card](#)

Academic Vocabulary

depend (verb): to rely on someone or something

ideal (adjective): exactly right or perfect

Additional Vocabulary

route (noun): the road, path, or course that you follow to get from one place to another

transport (verb): to move people or goods from one place to another

MEETING INDIVIDUAL NEEDS

- **Standard Classroom English:** Possessive Apostrophe Omission

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Read for Detail
- **Extend:** Critical Reading: Evaluate
- **Language:** Combining Sentences

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Explain how an author uses reasons to support a point in a text.

Language Goal: Speak in complete sentences to provide details and clarification.

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.


LT: I will learn and use reading comprehension strategies to improve my reading skills.
SC- state authors' purpose- cite evidence- determine key ideas

DO NOW!

Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(confine)** When my brother had the flu, my mom **confined** him to his bedroom so he _____ . (e.g., wouldn't get the rest of us sick; could rest; wouldn't spread his germs)

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 the point an author makes in a text and explain how the author supports that point with reasons.*

 **Literacy Goal: Explain how an author uses reasons to support a point in a text.**

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

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *depend*

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

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

2) Clarify the part of speech. *Depend 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. *My friends depend on me for movie recommendations.*
- Display and read aloud the meaning of *depend*.
- Guide students in completing the blanks in their *ReaL Books*.
- Make connections with your prior example. *When you rely on a friend for movie recommendations, you depend on that person to suggest good movies to see.*

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 that names a person to complete the sentence. When I was younger, my sister helped me with my homework, so I'll write "my sister."*
- Give students time to think of a response. *Think of someone you depend on when you need help with your homework.*
- 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 something your family depends on you to do?**

 **(depend)** My family **depends** on me to _____. (e.g., walk the dog; entertain my baby brother; do my chores)

Teach Academic Vocabulary: ideal

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Ideal is an adjective, a word that describes a noun.*
- 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. *My ideal house has a fireplace.*
 - Display and read aloud the meaning of *ideal*.
 - Guide students in completing the blanks in their *ReaL Books*.
 - Make connections with your prior example. *I love being able to sit by a fire on chilly days, so a house with a fireplace would be exactly right, or ideal, for me.*

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 that names a place to complete the sentence. I enjoy teaching my students about science, so I'll write "the science museum."*
- Give students time to think of a response. *What is another ideal place for a class trip?*
- 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 your ideal summer vacation?**


 **(ideal) My ideal summer vacation is _____.** (e.g., three weeks at camp; staying at the beach; hanging out with my friends at home)

Teach Additional Vocabulary


Teach additional academic vocabulary words as time permits: *transport* and *route*.

 ***transport* (verb)**

 **Meaning: to move people or goods from one place to another**

 **Example: The moving company will *transport* my furniture to my new house.**

 ***route* (noun)**


 **Meaning: the road, path, or course that you follow to get from one place to another**


 **Example: The *route* I take to get to school goes through the park.**

Activate Knowledge

Connect the prior readings to today's text. *In the two previous texts, we read about pioneers moving west in the early 1800s. Do you think it was easy or difficult for them to send a letter to their friends and family back east? Remember, the transcontinental railroad had not yet been built in the early 1800s.*

- Use **Think (Write)-Pair-Share** to have students share ideas about what made sending a letter back east difficult in the early 1800s.

 **What is one reason that sending a letter from the west to the east might have been difficult in the early 1800s?**

 **One reason that sending a letter from the west to the east in the early 1800s might have been difficult is _____.** (e.g., there were no airplanes to fly mail across the country; there were no trucks or trains to move mail; it took months to travel across the country by wagon)

- Introduce today's text. *In today's text, we'll learn about the Pony Express. The Pony Express began in 1860, and it was a new—and faster—way of sending mail.*

Make It Relevant Point out how mail delivery has changed since the early 1800s.

Today, the U.S. Postal Service—a government agency, not a private business—delivers the mail. Letters are delivered within a few days, and mail carriers drive trucks or walk.


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 the promise that Russell, Waddell, and Majors made. If you hear the promise they made, underline it.*
- 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. Occasionally, I will leave out a word. When this happens, read the missing word aloud.*
- During reading, clarify the meanings of the words *founded* and *remarkable*.

- Read aloud the captions for the map and the “Cross-Country Delivery” chart and the text in the “Wanted” sign.
- After reading, use **Think (Write)-Pair-Share** to have students write and share responses to the Key Idea question.

 **Russell, Waddell, and Majors promised that _____.** (e.g., the Pony Express could deliver the mail in 10 days)

Make Connections Connect back to the Anchor Video to provide additional context for why the Pony Express was needed. Point out the detail “People had to depend on either a stagecoach or a steamboat” in paragraph 2. *Remember, the Transcontinental Railroad was not completed until 1869. That’s why people had to depend on either a stagecoach or a steamboat to send mail before the Pony Express was founded.*

Anticipate Challenges Guide students to understand the meaning of the idiom “no picnic” in paragraph 4. *The phrase “no picnic” is an idiom, an expression. Let’s circle it. Does anyone know what this expression means? It means “difficult and unpleasant.” Let’s write the definition next to the word.* Echo-read the sentence, using tone to convey the meaning of “no picnic.”

Make Connections Remind students that in Workshop 2 they learned how to analyze visual information. *This lesson includes two text features that present information visually. What type of text feature is at the bottom of page 190? Yes! A map. What is the purpose of the map? That’s right. The purpose is to show the route for the Pony Express. The text feature at the top of page 191 is an infographic. An infographic gives information, or info, through images, or graphics. What information does this infographic show through images? That’s right. The infographic provides a comparison of mail delivery services from the past to the present.*

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 adding more details. *We are looking for the promise that the founders of the Pony Express made when they started the mail service. Listen carefully as we reread the text. Put your thumb up when you hear the promise mentioned.*

- Read aloud the text again using **Oral Cloze 2**, increasing the pace slightly and omitting different words.
- Support students in revising or adding to their responses.
- Have students share revised or new responses with the group.

 **I revised my response to be _____.**

 **I added _____ to my response.**


Review Foundational Skills: r-Controlled Vowels Point out examples of multisyllable words with *r*-controlled vowels as you reread the text. For each word, have students say the word aloud, draw a line between the syllables, and underline the syllable that contains the *r*-controlled vowel. (Paragraph 1: rid|er; Paragraph 2: pros|pec|tors, trans|port; Paragraph 3: ser|vice; Paragraph 4: dan|ger|ous)


FORMATIVE ASSESSMENT	
LANGUAGE GOAL: Speak in complete sentences to provide details and clarification.	
Observe Listen as students share their responses to the Key Idea item.	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students speak in complete sentences, but may not include specific details in their responses.</p>	<p>Coach students to rephrase vague responses using specific details from the text. For example: <i>You said, “They could do it faster.” Who could do it faster? What could they do faster? Rephrase your response to include specific details about who and what.</i></p> <p>If needed, model rephrasing the student’s response, using specific details from the text. Then prompt the student to follow your model. <i>I’ll rephrase your response as an example: “The Pony Express could deliver mail faster.” Now you try.</i></p>
<p>Not Yet Students provide relevant details, but do not speak in complete sentences.</p>	<p>Prompt students to use one of the displayed frames for sharing responses to speak in a complete sentence. <i>You’re on the right track. The information you said is correct. Now use the frame to share your response in a complete sentence.</i></p> <p>If needed, model using one of the frames to rephrase the student’s response in a complete sentence. Then prompt the student to follow your model.</p>
<p>On Track Students express text details using complete sentences.</p>	

Read Critically

Read the task aloud and review reading critically. Tell students that critical readers think about the text as they read. Explain that one way to read critically is to identify reasons an author gives to support a point. *We need to explain why the Pony Express was needed. Now let’s revisit the text to find two reasons that support that point.*

- Use **Modeled Fluent Reading** to reread paragraph 2.
- Model identifying reasons the author gives to explain why there was a need for the Pony Express. *The first sentence tells me that “thousands of settlers and gold prospectors lived in California” by 1860. They must have needed a way to stay in touch with people back east. So does this detail help explain the need for the Pony Express? Let’s underline it.*
- Have pairs work together to complete the task.
- Use **Academic Discussion** to structure student interaction as they report and compare responses.

 **(One/Another) reason the author includes to explain the need for the Pony Express is _____.** (e.g., “thousands of settlers and gold prospectors lived in California” by 1860; “there was no quick way to send mail across the country”)

 **My response is similar to (Name)'s. I also noted _____ as a reason the author included.** (e.g., stagecoaches and steamboats “both took three to four weeks to transport the mail”)

 **Unlike (Name), I did not include _____ as a reason. Instead, I included _____ as a reason the author gives to explain the need for the Pony Express.** (e.g., “thousands of settlers and gold prospectors lived in California”/“Americans now lived coast to coast”)

FORMATIVE ASSESSMENT

LITERACY GOAL: Explain how an author uses reasons to support a point in a text.

Observe Review students’ written responses to the Read Critically item, and listen as students report and compare their responses with the group.

Monitor Progress


Nearly There Students may identify one reason, but may have difficulty identifying a second reason.

Adapt Instruction/Strategies

Acknowledge that students have correctly incorporated one reason into their responses. *I see that you wrote “the author explains that the Pony Express was needed because ‘thousands of settlers and gold prospectors’ were living out west.” But we need to identify two reasons to complete the task. Let’s revisit the text to find another reason.*

Review paragraph 2 with students and ask questions to help them identify a second reason the author includes. *How long did it take to send mail across the country before the Pony Express started? Do you think people needed or wanted a quicker way?*

Guide students as they revise or add to their responses.



<p>Not Yet Students’ responses are tentative and may reflect a lack of understanding of how the author uses reasons to support the point.</p>	<p>Remind students that as a group they already identified and underlined one reason the author gives to explain the need for the Pony Express— “thousands of settlers and gold prospectors” were living out west.</p> <p>Help students identify a second reason. <i>In paragraph 2, the author also writes that “there was no quick way to send mail across the country.” Do you think that helps explain why the Pony Express was needed? Let’s underline it.</i></p> <p>Provide a frame to help students formulate a response using both details that they underlined.</p> <p> The author explains that there was a need for the _____ because _____ were living out west and there was _____ to send mail across the country.</p> <p>(e.g., Pony Express/settlers and gold prospectors/no fast way)</p>
<p>On Track Students identify two reasons the author provides to explain a point.</p>	

WHOLE GROUP

WRAP UP

Reflect

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

-  **What is one especially memorable fact or idea that you learned today?**
-  **One especially memorable (fact/idea) that I learned today was _____. I found this memorable because _____.**