

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

Instructor: **Bjorneby**

Date: **3-2**

Class: **5th**

Informational Text: **Saddle Up!** (Day 2)

Workshop 4 Lesson 8

STANDARDS

CCSS.ELA–LITERACY: RI.1.1, RI.1.10, RI.1.2, RI.2.1, RI.2.10, RI.2.2, RI.3.1, RI.3.10, RI.3.2, RI.4.1, RI.4.10, RI.4.2, RI.5.1, RI.5.10, RI.5.2, 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, 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.1.6, L.2.6, L.3.6, L.4.6, L.5.6

HEADS UP

Word Count: 626

Lexile Measure: 710L

Guided Reading Level: R

Qualitative Measure: Simple

The Pony Express shut down after just 18 months in business! As students finish reading “Saddle Up!” they will practice analyzing text details and making inferences to gain a deeper understanding of why this short-lived system of sending mail holds an important place in American history.

Materials

ReaL Book pp. 192–193

[Academic Interaction Card](#)

Academic Vocabulary

expert (adjective): having skill or knowledge in a certain area

offer (verb): to give someone the chance to accept or take something

Additional Vocabulary

despite (preposition): in spite of; not being stopped or affected by something

provide (verb): to supply something that someone needs; to make available

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Make Inferences
- **Extend:** Draw Conclusions
- **Language:** Academic Discussion

[Get Resources](#) **LT:** I will learn and use reading comprehension strategies to improve my reading skills.
SC- analyze implicit text evidence- imply explicit text evidence

OBJECTIVES

Primary Goals

Literacy Goal: Analyze what is clearly stated in the text and infer what is not clearly stated.

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.

WHOLE GROUP

DO NOW!

Make Predictions

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **How long do you predict the Pony Express will stay in business?**

 **I predict that the Pony Express will stay in business for _____.**

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your prediction 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 practice making inferences to explain a text's meaning as we read more about the Pony Express.*

 **Literacy Goal: Analyze what a text says and make inferences.**


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


BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *expert*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Expert 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 sister worked hard to become an expert carpenter.*
 - Display and read aloud the meaning of *expert*.
 - Guide students in completing the blanks in their *Real Books*.
 - Make connections with your prior example. *By working hard for many years, my sister gained a lot of skills and knowledge about carpentry, and now she is an expert carpenter.*
- 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. My grandmother is a great cook, so I'll write "my grandmother."*
 - Give students time to think of a response. *Who do you know that is an expert cook?*
 - 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.

 **How can you become an expert skateboarder?**

 **(expert) I can become an expert skateboarder by _____.** (e.g., practicing all the time; watching other skilled skateboarders; getting tips from kids who are really good at skateboarding)

Anticipate Challenges Point out that students may be familiar with the meaning of the word *expert* as a noun (“a person with great knowledge or skill in a certain area”). Provide a sentence to help students connect with the meaning: *An expert in ancient art wrote a book about the topic.*

Teach Academic Vocabulary: *offer*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Offer 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. *I will offer to help my friends pack when they move.*
- Display and read aloud the meaning of *offer*.
- Guide students in completing the blanks in their *ReaL Books*.
- Make connections with your prior example. *I will give my friends the chance to accept my help when they move, but they can turn down my offer if they want.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *To complete this sentence, I need a noun that names something I might share. Sometimes, I share my lunch, so I will write lunch.*
- Give students time to think of a response. *What else could you offer to share with a friend?*
- 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 advice can you *offer* for succeeding in school?**


 **(offer) One piece of advice I can *offer* for succeeding in school is _____.** (e.g., study hard; get a lot of sleep; don’t miss class)

Teach Additional Vocabulary

Teach additional academic vocabulary words as time permits: *despite* and *provide*.

 ***despite* (preposition)**

 **Meaning: in spite of; not being stopped or affected by something**

 **Example: *Despite* my missing the penalty kick, my soccer team still won the game.**

 ***provide* (verb)**


 **Meaning: to supply something that someone needs; to make available**

 **Example: The art teacher will *provide* paper and paint for the students.**

Establish Context

Remind students about prior reading. *In the first part of “Saddle Up!” we learned that three men started the Pony Express to meet the growing needs of the expanding nation. Today we’ll learn more about what it was like to be a Pony Express rider. We’ll also learn why the Pony Express stopped running.*

- Use **Think (Write)-Pair-Share** to have students brainstorm and share ideas about what it was like to ride for the Pony Express.

 **What do you think it was like to be a rider for the Pony Express?**


 **I think being a rider for the Pony Express was _____ because _____.** (e.g., scary/you were all alone in the middle of nowhere; dangerous/you could fall off your horse and be injured; exciting/you were racing against time)

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 a reason that tells why the Pony Express stopped running. If you hear a reason, 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 word *hostile* and the phrase *relay team*.
- Continue using **Oral Cloze 1** to read aloud the callouts for the Pony Express poster, as well as the poster text.
- After reading, use **Think (Write)-Pair-Share** to have students write and share responses to the Key Idea question.

 **The Pony Express stopped running because _____.** (e.g., the telegraph was a faster way to send messages)

Anticipate Challenges Explain the telegraph to students to help clarify ideas conveyed in paragraph 7. If possible, display photographs of telegraph stations, posts, and wires from the late 1800s. *The telegraph was a system of wires that were used to transmit, or send, electrical signals. The wires were hung above ground, strung from post to post, connecting telegraph stations around the country. The person at the telegraph station who received the signals would translate the signals into a message. Then the message would be delivered by hand to whomever it was meant for. Unlike the Pony Express, the telegraph was a popular form of communication for many decades.*

Make It Relevant Point out that the poster is an advertisement to let people know about the Pony Express. *Companies use advertisements to let people know about what they are selling and the services they offer. Today, lots of companies advertise on television, over the radio, and on the Internet. But in the 1860s, there was no TV, radio, or Internet. But one way companies could advertise their goods and services back then was with posters—like this Pony Express poster. Some companies today still use posters. For example, movies are often advertised through posters that are placed at bus stops, subway stations, and in movie theaters. And have you ever seen a billboard when you were in a car driving down a highway? A billboard is like a great big poster.*

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 reason why the Pony Express stopped running. Pay attention to the headings for each section and listen carefully as we reread the section that is likely to contain the reasons. Put your thumb up when you hear a reason 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 5: des|erts; Paragraph 6: ex|pert; Paragraph 7: glori|ous; Paragraph 8: re|mem|ber, ev|er)

FORMATIVE ASSESSMENT

LANGUAGE GOAL: Speak in complete sentences to provide details and clarification.

Observe Listen as students share their Key Idea responses.

Monitor Progress

Nearly There Students provide text details, but may not clarify how the details they selected answer the question or may not speak in complete sentences.

Adapt Instruction/Strategies

Ask students to elaborate with more details. For example: *I heard you say “telegraphs.” Can you explain how telegraphs made the Pony Express stop running?*

If needed, re-display the frame for sharing responses from the First Read, and prompt students to use the frame to speak in complete sentences. *Can you restate the question or use the displayed frame to say your response in a complete sentence?*

<p>Not Yet Students seem reluctant to participate in the discussion and may lack confidence about how to share ideas.</p>	<p>Re-display the frame for sharing responses from the First Read. Then comment on another student’s relevant answer, guiding the student to follow the model. <i>(Name) explained that a new cross-country telegraph line made it possible to send messages quickly. Use this detail and the displayed frame to share your response in a complete sentence.</i></p> <p>If needed, model using the frame to share the response in a complete sentence, and then coach students to follow your model.</p>
<p>On Track Students express text details using complete sentences.</p>	

Stretch

Read the task aloud and review making inferences. Remind students that to make an inference, they need to think about what the text says as well as what they already know and then make a logical guess about something the author did not state directly. *The author of “Saddle Up!” does not directly tell us a benefit of sending messages today as opposed to sending messages during the time of the Pony Express. But we can use details in the text and our own knowledge to make an inference about the benefits of sending messages today.*

- Have students use **Partner Cloze** to reread paragraphs 5–6 and the poster and callouts. As they read, remind students to think about which details they can use to make an inference. *We should focus on the details that help us understand what it was like to send messages during the time of the Pony Express. Then we can combine that information with what we know about sending mail today to make our inference.*

Anticipate Challenges Clarify how the callouts relate to the poster. *Notice how a red line connects each box to a point on the poster. The text in the box tells more or gives background information related to the information in that part of the poster.*

- Model using text details to make an inference. *The first sentence tells us that Pony Express riders had to go through “hostile lands.” We know that mail carriers today don’t have to do that. So, based on this text detail and what we already know, what inference can we make?*
- Have students individually complete the task. Point out that students can use other details to make other inferences. *There might be more than one benefit to sending messages today, so look for other details in the text that will help you make an inference about other benefits.*
- Use the **Academic Discussion** routine to structure student interaction as they report and elaborate on their responses.

 **I think that one benefit of sending messages today is _____.** (e.g., it’s safer; it’s faster; it’s cheaper)

 **One text detail that supports my response is _____.** (e.g., Pony Express riders faced many dangers; it took ten days to send a message across the country back then; it cost \$5.00 to send a half-ounce letter by Pony Express)

FORMATIVE ASSESSMENT

LITERACY GOAL: Analyze what is clearly stated in the text and infer what is not clearly stated.

Observe Review students' written responses to the Stretch task, and listen as students report and elaborate on their responses with the group.

Monitor Progress

Adapt Instruction/Strategies

Nearly There Students make reasonable inferences, but may not identify text details that supports their inference.

Draw out students' thinking through questioning. For example: *You think that one benefit of sending messages today is that it's cheaper. Underline a detail in the text that helped you make this inference.*

Then prompt students to use the displayed frames to restate their response, incorporating the text detail they just identified.

Guide students to revise or add the detail to their written responses.

Not Yet Students may not complete the task, and may have difficulty combining text details with what they know to make an inference.

Make sure students understand that the word *benefit* in the task means "an advantage, or a way that something is better."

Then break down the task into steps.

The task is asking you to compare sending messages today with sending messages by Pony Express. First, identify details in the text that describe what it was like to send messages by Pony Express. Next, think about what you already know about sending messages today. Finally, put the two together and make an inference about a benefit of sending messages today.

Display a T-chart with left head "Pony Express" and right head "Mail Delivery Today." Reread paragraphs 5 and 6 with students to look for details to add to the "Pony Express" column. Then, for each detail in the "Pony Express" column, brainstorm with students how mail delivery today is different. Add the idea to the "Mail Delivery Today" column.

Then guide students as they use the details noted in the T-Chart to revise their responses. Provide frames to scaffold thinking.

 **The text says _____.**

 **I already know that _____.**

 **I can infer that one benefit of sending messages today is that _____.**

On Track Students make an inference based on text details.	
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The Takeaway

Reflect on the relevance of “Saddle Up!” by leading students in a collaborative discussion. *In order for the Pony Express to function, there had to be riders. I’m not sure I would have signed up to be a Pony Express rider if I had lived back then. Riding day and night through dangerous terrain doesn’t sound fun to me at all. But, obviously, it seemed like a great adventure to the riders who did sign up. Would you have signed up to be a Pony Express rider? Why or why not?*

 **I (would/would not) have signed up to be a Pony Express rider because _____.**
(e.g., would/I like seeing new places; would not/I’m afraid of horses)

WHOLE GROUP

WRAP UP

Revisit Workshop Focus

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

 **Who built the American West?**

 **According to the text, one group who built the American West was _____.**