

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

Instructor: **Bjorneby**

Date: **3-25**

Class: **4th**

## Informational Text: **Asking How and Why** (Day 1)

Workshop 2 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, 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.1.1E, L.2.2C, L.3.1E, L.3.2D, L.3.2F, L.5.1C, L.5.5C

### HEADS UP

Word Count: 276

Lexile Measure: 430L

Guided Reading Level: O

Qualitative Measure: Simple

Throughout history, natural phenomena have amazed, stunned, and terrified. Many cultures have used origin tales to explain the seemingly unexplainable in nature. This informational text explains the purpose of origin tales.

**Background knowledge**—The text mentions the thunderbird, a fictional bird mentioned in many Native American tales. The bird gets its name from the belief that its large flapping wings create thunder and storms as it flies. In some tribes, the bird is a symbol of war, while in other tribes it is a symbol of peace.

### Materials

*ReaL Book* pp. 102–103

[Academic Interaction Card](#)

### Academic Vocabulary

**culture (noun):** the customs, art, beliefs, and ideas that a group of people share

**exist (verb):** to be present in a place or time

## MEETING INDIVIDUAL NEEDS

### [Meeting Individual Needs Overview](#)

- **Beginning Readers:** Open Syllables
- **English Learners:** Present-Tense Verbs, Irregular Past-Tense Verbs, Contractions, Possessive Nouns, Homophones, Comparatives and Superlatives

## RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Important and Unimportant Details
- **Extend:** Make Inferences
- **Language:** Syllables

### [Get Resources](#)

LT: I am learning to use reading comprehension strategies to improve my reading skills.  
SC- Analyze explicit information- infer implicit information- vowel spots to decode long

## OBJECTIVES

### Primary Goals

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

**Foundations Goal:** Recognize that every syllable contains one vowel sound.

### 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.

 **(sense) I can sense when my teacher will tell me to \_\_\_\_\_.** (e.g., answer a question; read aloud; stop talking)

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. *Today we will read a text carefully to make inferences and learn about origin tales.*

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

 **Foundations Goal: Understand that every syllable has one vowel sound.**

## BUILD VOCABULARY AND KNOWLEDGE

### Teach Academic Vocabulary: *culture*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Culture is a noun, an idea.*
- 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 make a connection to the word. *There are different dances and songs in every culture.*
  - Display and read aloud the meaning of *culture*.
  - Guide students in completing the blanks in their *Real Books*.
  - Make connections with your prior example. *Songs and dances may be performed to tell a story or express a belief or feeling. Different cultures perform songs and dances for different reasons.*
- 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 phrase to complete my sentence. I grew up in the United States, so I'll write "American culture" to complete the sentence.*
  - Give students time to think of a response. *Think of another culture you might identify with. It could be your family's culture if they are from another country, or your school's culture.*
  - 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 *culture* would you like to learn more about?**

 **(*culture*) A *culture* I would like to learn more about is \_\_\_\_\_.** (e.g., Chinese culture; Pueblo culture; hip-hop culture; Hispanic culture)

### Teach Academic Vocabulary: *exist*

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


- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Exist 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. *Kevlar exists because Stephanie Kwolek invented it.*
- Display and read aloud the meaning of *exist*.
- Guide students in completing the blanks in their *ReaL Books*.
- Make connections with your prior example. *Many inventions that we use today, such as Kevlar, did not exist many years ago.*

- 5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *I need a base verb phrase to complete the sentence. I know one classroom rule that exists is that students should raise their hands before they talk, so I will write the phrase “raise their hands before they talk.”*
- Give students time to think of a response. *What is another rule that exists in our classroom?*
- 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 fictional creature do you wish could exist in real life?**


 **(exist)** A fictional creature that I wish could **exist** in real life is (a/an) \_\_\_\_\_. (e.g., a dragon; a unicorn; a Loch Ness monster)

### Activate Knowledge

Review the Anchor Video, “Survival!,” and connect it to today’s text, “Asking How and Why.” *In the Anchor Video, “Survival!,” we saw many different animal adaptations.*

- Use **Think (Write)-Pair-Share** to have students share descriptions of unusual adaptations they’ve seen or read about.

 **What is an unusual adaptation that you’ve seen or read about?**

 **An unusual adaptation I’ve (seen/read about) is** \_\_\_\_\_. (e.g., an octopus releasing ink to get away from a predator; a chameleon changing its skin color)

- Connect scientific understanding of adaptations to origin tales. *Scientists study animals to understand how they act, and they study nature to understand everything from weather to the creation of mountains. But there was a time when people didn’t have the scientific knowledge to understand nature. They created origin tales to explain it. Today’s text will introduce us to origin tales.*

## CLOSE READING

### First Read | Key Idea

Introduce the Key Idea question and read the text aloud.

- Read aloud the Key Idea question and remind students to be prepared to respond after reading. *If you hear how ancient people told origin tales as I'm reading, circle it.*
- Read aloud the text using **Oral Cloze 1**. *Follow along as I read the text aloud. Occasionally, I will leave out a word. When this happens, read the missing word aloud.*
- After reading, use **Think (Write)-Pair-Share** to have students write and share responses to the Key idea question.

**Ramp Up the Routines** If students do not respond as you read aloud using **Oral Cloze 1**, or if they say another word, clearly say the omitted word. You can also repeat a sentence to get students back on track. *I didn't hear everyone say the word that I left out. Let's read the sentence again and, this time, make sure to chime in.*


## SMALL GROUP

## BUILD FLUENCY AND COMPREHENSION


### Second Read | Make Inferences

Read the task aloud and review making inferences. *When you make an inference, you combine details in the text with your own knowledge to form ideas.*


- Reread paragraph 6 using **Oral Cloze 2** to look for details that suggest why origin tales “speak to our imaginations.”
- Think aloud to model making an inference. *When I read fiction, I use my imagination to visualize new worlds or creatures that are not real. Origin tales make me use my imagination, too. I visualize and think about fantastic explanations for why things happened in nature. But these explanations are not scientific. They are fictional.*
- Have students explain which details in the text helped them make an inference. Use **Think (Write)-Pair-Share** to have students complete the item and share responses.

 **A detail that answers why origin tales “speak to our imaginations” is \_\_\_\_\_.** (e.g., that the tales are fiction or made-up stories)

 **Another detail that answers why origin tales “speak to our imaginations” is \_\_\_\_\_.** (e.g., that the tales are not scientific)

 **These details help me infer \_\_\_\_\_.** (e.g., that origin tales give fictional answers to scientific questions)

**Expect More—Get More** Expect all students to be able to get the correct response. When students are close to the answer, use positive language to tell them they're almost there but have a little more to do. *You're right, origin tales are not scientific. How does that get our imaginations involved? Take your answer a little further.*


FORMATIVE ASSESSMENT	
<p><b>LITERACY GOAL:</b> Analyze what is clearly stated in the text and infer what is not clearly stated.</p> <p><b>Observe</b> Review students' responses to the Make Inferences task and listen to students' discussions.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p><b>Nearly There</b> Students identify relevant details but may have difficulty making an inference about the idea that origin tales “speak to our imaginations.”</p>	<p>Prompt students to combine text details and their understanding of fiction to make an inference. <i>In paragraph 6, what does the author tell us to remember about origin tales? Is fiction fact or made up?</i></p> <p>Review additional details in the text that support how origin tales “speak to our imagination.” For example, look at the line in paragraph 3 that states: “But long ago, people didn’t know the science behind thunder.”</p>
<p><b>Not Yet</b> Students may have difficulty identifying relevant text details and combining it with their own knowledge to make an inference.</p>	<p>Remind students that making inferences is the same as making smart guesses based on text evidence. Have them try using these frames.</p> <p> <b>The text says _____ . I know _____ . So, my inference is _____ .</b></p>
<p><b>On Track</b> Students identify and analyze relevant details in the text and use them along with what they know to make an inference.</p>	

**Reinforce Foundational Skills: Identify Syllables**

Explain how to identify syllables.

- Display the word *thousand*. Model spotting the vowels. *I see ou and a. This word has two vowel spots, so we know it has two syllables. The word is thou-sand, thousand.*
- Point out that *ou* is a vowel team—two vowels spell one sound. *Even though o and u are two vowels here, they work as a vowel team. They make one sound: /ou/.*
- Guide student practice with the strategy. Work on the first Count It item together, having students circle the vowel spots and then write the number of syllables. Then have students independently complete the activity and share their responses with a partner.

FORMATIVE ASSESSMENT
<p><b>FOUNDATIONS GOAL:</b> Recognize that every syllable contains one vowel sound.</p> <p><b>Observe</b> Review students' responses to the practice items and listen as they share responses.</p>

Monitor Progress	Adapt Instruction/Strategies
<p><b>Nearly There</b> Students may hear the vowel sounds but have difficulty associating these vowel sounds with syllables.</p>	<p>Have students explain their work using the following frame:</p> <p> <b>I counted _____ vowel spots in the word _____. It has _____ syllables.</b></p> <p>(e.g., 2/rabbit/2; 1/plant/1; 2/explain/2)</p> <p>Provide corrective feedback as needed.</p>
<p><b>Not Yet</b> Students may have difficulty distinguishing vowels they see in a word from the vowel sounds they hear in order to determine syllables.</p>	<p>Write problem words on the board. Have students put their hand under their chin and read the words out loud while they count how many times their jaw drops. Explain that each time their jaw drops represents one syllable.</p> <p><i>In the word explain, there are three vowels, but we hear only two vowel sounds.</i> Say the first syllable, <i>ex</i>, while pointing to the first vowel, <i>e</i>. Then, say the second syllable, <i>plain</i>, and point to the vowel team <i>ai</i> that makes one vowel sound.</p>
<p><b>On Track</b> Students identify vowel spots and use vowel sounds to divide the words into syllables.</p>	

### The Takeaway

Reflect on the relevance of “Asking How and Why” by leading students in a collaborative discussion. *If I have a question about something in nature, I can find the answer by looking in a book or online. It’s easy to forget that people who lived a long time ago did not have these resources. They didn’t have the scientific information we have about nature now. Scientists doing studies and experiments over hundreds of years discovered this information. Now that we know the facts, why is it important that people continue to pass down origin tales?*


 **It is important that people continue to pass down origin tales to \_\_\_\_\_.** (e.g., keep the stories and beliefs of different cultures alive; help us understand ancient cultures)

**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 \_\_\_\_\_.**