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

Instructor: **Bjorneby**   Date: **3-23**   Class: **4th**

Explore Literature and Concept Map
Workshop 2   Lesson 16

STANDARDS

CCSS.ELA–LITERACY: RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3, L.4.5C, L.5.5C, L.2.2E, L.2.4E, L.3.2G, L.3.4D, L.1.6, L.2.6, L.3.6, L.4.6, L.5.6

HEADS UP

Throughout human history, cultures have told origin tales to explore the physical world and explain natural wonders. Introduce students to Part 2 of the Workshop, which focuses on literature that explains animal adaptations. Then explore the concept of *origin* by having students connect their own ideas about and experiences with *origin* to the Workshop focus.

Concept Word

origin (noun): the place or situation in which something begins

MATERIALS

ReaL Book pp. 100–101

Academic Interaction Card

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Concept Web

- **Extend:** Concept Builder

- **Language:** Synonyms; Using a Thesaurus

Get Resources

OBJECTIVES

Primary Goals

Literacy Goal: Use topic vocabulary and generate examples to deepen understanding of a central concept.

Language Goal: Collaborate to discuss the concept of *origin*, effectively expressing ideas and comparing and contrasting ideas with others.

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WHOLE GROUP

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DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

🖥 *(normal)* **Hiding in a tree is normal for a _____.** (e.g., squirrel; bird; monkey)

2) Prompt partners to share their responses and restate their partners' ideas using response 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 preview the second half of Workshop 2, which features an informational text, a story, and a poem about animal adaptations. Then we'll think about how the concept of* origin *relates to us and to the Workshop.*

🖥 **Literacy Goal: Think deeply about a concept to come up with related words and examples.**

🖥 **Language Goal: Discuss and compare and contrast ideas about the concept of *origin*.**

EXPLORE LITERATURE

Introduce and Engage

Preview the Part 2 overview.

- Remind students about the theme of Workshop 2 and about the texts they read in the first half of the Workshop. *Think back to the texts we read in the first half of the Workshop. They were about different animal adaptations and inventions inspired by nature. Then we wrote an informative paragraph about how adaptations benefit animals or inspire inventors.*

- Echo-read the introductory text under the Workshop title and ask a question to check for understanding. *Throughout history, how have cultures explained why animals look and behave the way they do?* (e.g., For thousands of years, cultures have used stories to explain why animals look and act the way they do.)

- Read aloud the Focus Question. *Throughout this part of the Workshop, we will discuss how cultures have used stories to explain animal adaptations.*

Make It Relevant Get students invested in the second part of this Workshop, and preview the next text by asking about students' ideas about adaptations. *Think about your favorite animal. Now think about the feature you like most about this animal—maybe it's the way a panda has black circles around its eyes or how kangaroos have pouches to carry their young. Have you ever wondered how the animals got these features? They may be adaptations.*

Preview the literary texts and project.

- Ask students to survey the text titles and share thoughts and observations about the images associated with each text.

- Read aloud and briefly describe the project. *This Workshop's project is to write an origin tale. You will study several origin tales and then use what you learned to write one of your own.*

SMALL GROUP

MAP CONCEPTS

Activate Knowledge

Introduce the concept of *origin*. *Today we will collect and share ideas about* origin*, a concept that we will encounter in Part 2 of this Workshop.*

- Pronounce the word *origin*, have students repeat it twice, display the meaning, and give the part of speech.

🖥 **origin *(noun)*: the place or situation in which something begins**

- Deepen understanding by providing an example.

🖥 **One food that I would like to learn the *origin* of is _____.** (e.g., spaghetti; pancakes; egg rolls)

- Model how to share a word that you connect with the concept. *The word* start *came to mind because an origin is the start of something.*

Make Connections Have students connect the concept of *origin* to the word "explain" in the Part 2 introduction and to the Focus Question. Remind them that many stories try to explain the origin of an animal adaptation. Tell students that people's curiosity about animals and nature has often inspired imaginative ideas about why things are the way they are.

Use the Academic Discussion routine to activate knowledge about the concept of *origin*.

1) Guide students to brainstorm ideas for the concept map. *What connections with* origin *can you make?*

2) Prompt students to write ideas in the concept map. *Record at least one idea in your concept map.*

3) Have partners use the Language to Make Connections frames to exchange ideas. Model using the frames to share an idea. *One word I chose is* birthday. *I chose this word because the day you were born was your first day. Use the Language to Make Connections frame to talk about the word you chose and why you chose it.*

4) Use varied strategies to have partners report their ideas using the Language to Compare and Contrast frames. Model how to use the Language to Compare and Contrast frames to have students build on one another's contributions and report an idea to the group. *I chose the same phrase as (Name). We both wrote* beginning of something.

- Encourage students to record new words in their concept maps.

Ramp Up the Routines Elaborate on the <u>Academic Discussion</u> routine by modeling how to write an effective response. Then, prompt students to write their own responses. Encourage them to consider the images on the page or to reflect on what they've learned earlier in the Workshop.

FORMATIVE ASSESSMENT	
LITERACY GOAL: Use topic vocabulary and generate examples to deepen understanding of a central concept. **Observe** Review students' completed examples and explanations.	
Monitor Progress	**Adapt Instruction/Strategies**
Nearly There Students suggest words or phrases that show understanding of the concept, but their explanations may be weak or unspecific (e.g., The first time I did something.).	Guide students to elaborate on why they connected the words they chose with the concept. *Can you tell more about how your experience of doing something for the first time connects to your idea of "origin"?* Use the frame to guide students' responses. ⌨ **The word *origin* makes me think of the (word/phrase) _____ because _____.**
Not Yet Students give vague or irrelevant ideas or they do not state ideas.	Correct and redirect vague or inaccurate ideas: *You said that the word* story *came to mind. Can you tell me more about how a story is related to an origin?* Review the definition of *origin* and provide additional examples of connections to the concept. Guide students to use the frame above to generate an accurate connection.
On Track Students' suggested words or phrases show understanding of the concept and their explanations are strong and specific.	

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FORMATIVE ASSESSMENT	
LANGUAGE GOAL: Collaborate to discuss the concept of *origin*, effectively expressing ideas and comparing and contrasting ideas with others. **Observe** Listen as students make connections and compare responses.	
Monitor Progress	**Adapt Instruction/Strategies**
Nearly There Students' oral reports of classmates' ideas restate but may not compare and contrast ideas.	Help students compare and contrast their ideas. *In what ways is your partner's idea (similar/different)?* 🖥 **Our ideas are (similar/different) because _____.**
Not Yet Students' reports of classmates' perspectives reflect lack of attention or misunderstanding.	Support students to paraphrase each other's ideas: *Let's ask (Name) to say (his/her) idea again. This time, listen carefully for the word that (Name) chose and why (he/she) chose it. Be ready to say it in your own words.* 🖥 **(Name) thought of the word _____ because _____.** Then help students compare and contrast their ideas using the frame above.
On Track Students' oral reports restate and compare and contrast classmates' ideas.	

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WHOLE GROUP

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WRAP UP

Monitor Progress Toward Goals

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

🖥 **What is your goal for reading independently? How are you progressing toward that goal?**

🖥 **My goal is to complete _____ texts by _____. I have completed _____ texts and I am (behind/ahead of) my goal.**