

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

Instructor: **Bjorneby/Ammons**

Date: **3-30**

Class: **5th**

Explore Literature and Concept Map

Workshop 4 Lesson 17

STANDARDS

CCSS.ELA–LITERACY: 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.3.4D, L.4.4C, L.4.5C, L.5.4C, L.5.5C

HEADS UP

Literature about the past—or from the past—can give readers a glimpse of life in another time and place. Introduce students to Part 2 of the Workshop, which focuses on literature from the American West. Then explore the concept of *adventure* by having students connect their own ideas about and experiences with *adventure* to the Workshop focus.

Concept Word

adventure (noun): an exciting or dangerous experience

Materials

ReaL Book pp. 208–209

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 *adventure*, effectively expressing ideas and comparing and contrasting ideas with others.

WHOLE GROUP


DO NOW!

LT: I am learning new content vocabulary words.
SC- generate examples to help understand a central concept
-express and explain my ideas

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

 **(order)** When I got home from school, Mom **ordered** me to _____. (e.g., clean my room; walk the dog; get ready for soccer practice)

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 4, which features literature such as tall tales and myths from the American West. We'll also explore the concept of adventure.*

 **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 *adventure*.**

EXPLORE LITERATURE

Introduce and Engage

Preview the Part 2 overview.

- Remind students about the theme of Workshop 4 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 nonfiction texts about what life was like for people living in the American West. Then we wrote an opinion essay about whether or not we'd want to live in the American West of the 1800s.*
- Echo-read the introductory text under the Workshop title and ask a question to check for understanding. *How can people living today experience the American West of the 1800s?* (e.g., They can read books or stories and listen to songs from or about that time period.)
- Read aloud the Focus Question. *Throughout this part of the Workshop, we will discuss how reading literature about the American West of the 1800s helps us understand what life was like for the people in that time and place.*

Make It Relevant Get students invested in the second part of this Workshop, and preview the next text by asking about students' experiences with games, books, or movies about the American West. *Have you ever seen a movie, read a book, or played a game that is set in the American West of the 1800s? What did you notice about the characters' speech and actions? What connections could you make to your own life?*

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 design a "Go West" poster. You will read about how these kinds of posters helped spread the word about life and opportunities in the American West in the 1800s. Then you will use what you have learned to create a "Go West" poster of your own.*

SMALL GROUP

MAP CONCEPTS

Activate Knowledge

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

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

 **adventure (noun): an exciting or dangerous experience**

- Deepen understanding by providing an example.

 **An adventure can be scary and _____ at the same time!** (e.g., exciting; fun; unforgettable)

- Model how to share a word that you connect with the concept. *The word risk came to mind because going on an adventure often involves taking a risk, or doing something daring.*

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

- 1) Guide students to brainstorm ideas for the concept map. *What connections with adventure 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 frame to exchange ideas. Model using the frame to share an idea. *I thought of the word explore because when you explore a new place, you don't know what you will find. You will likely have an adventure.*


Make Connections Guide students to think back to the content-area vocabulary words they learned at the beginning of Workshop 4. *Can you connect any of the content-area words you learned at the beginning of the Workshop to the concept of adventure? What connection can you make between adventure and pioneer, or adventure and frontier?*

- 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. *Both (Name) and I thought of the word travel because going to a new or faraway place is a big adventure.*



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

Use Technology Ask volunteers to come to the board to write in a word or phrase they connect with the concept *adventure*. Add more circles to the diagram as needed. Discuss students' choices as a group.

Follow With Feedback Guide students to act on partner feedback as they exchange ideas. *Your partner said that he wasn't sure how your choice of the word funny connected to the concept of adventure. How can you explain the connection you made? Or can you think of another word or phrase that makes a clearer connection?* Suggest that the student revise his/her connection and edit it for clarity.

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
<p>Nearly There Students suggest words or phrases that show understanding of the concept, but their explanations may be weak or unspecific (e.g., The concept of adventure is scary.).</p>	<p>Guide students to elaborate on why they connected the words or phrases they wrote with the concept. <i>Can you explain how you connected having an adventure and being scared?</i></p> <p>Use the frame to guide students' responses.</p> <p> When I hear the word <i>adventure</i>, it makes me think of the (word/phrase) _____ because _____.</p> <p>(e.g., scared/going on an adventure could make you feel scared if you don't know what will happen next)</p>

<p>Not Yet Students give vague or irrelevant ideas or they do not state ideas.</p>	<p>Correct or redirect vague or inaccurate ideas, as in this example: <i>You said that the word scared came to mind. Tell me more about what kinds of situations make you feel scared. Have you considered that an adventure could be fun and exciting, or that it could lead to new things?</i></p> <p>Make sure students understand that while their initial responses to the concept word are not invalid, they need to test them by asking questions about how their ideas connect to or illustrate the concept in a meaningful way.</p>
<p>On Track Students' suggested words or phrases show understanding of the concept and their explanations are strong and specific.</p>	

<p style="text-align: center;">FORMATIVE ASSESSMENT</p>	
<p>LANGUAGE GOAL: Collaborate to discuss the concept of <i>adventure</i>, effectively expressing ideas and comparing and contrasting ideas with others.</p>	
<p>Observe Listen as students make connections and compare responses.</p>	
<p style="text-align: center;">Monitor Progress</p>	<p style="text-align: center;">Adapt Instruction/Strategies</p>
<p>Nearly There Students' oral reports of classmates' ideas restate but may not compare and contrast ideas.</p>	<p>Help students compare and contrast their ideas. <i>How is your partner's idea (similar to/different from) your own?</i></p> <p> Our ideas are (similar/different) because _____.</p>
<p>Not Yet Students' reports of classmates' perspectives reflect lack of attention or misunderstanding.</p>	<p>Support students to paraphrase each other's ideas:</p> <p><i>Let's ask (Name) to restate the idea. This time, listen carefully for the word that (Name) thought of and why he or she thought of that word. Be ready to say it in your own words.</i></p> <p> (Name) thought of the word _____ because _____.</p>
<p>On Track Students' oral reports restate and compare and contrast classmates' ideas.</p>	

WHOLE GROUP

WRAP UP

Reflect

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

 **What is one question you still have after our lesson today?**

 **One question I still have is _____.**