

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

Instructor: **Bjorneby**

Date: **3/10**

Class: **5th**

Opinion Essay: Practice Conventions and Plan Writing

Workshop 4 Lesson 14

STANDARDS

CCSS.ELA-LITERACY: W.1.1, W.1.5, W.1.8, W.2.1, W.2.5, W.2.8, W.3.10, W.3.1A–D, W.3.4, W.3.5, W.3.8, W.4.1 A–D, W.4.10, W.4.4, W.4.5, W.4.8, W.5.1 A–D, W.5.10, W.5.4, W.5.5, W.5.8, L.2.1D, L.3.1E, L.4.1B, L.5.1B

HEADS UP

Teach students to use verb tense correctly in their writing. Then introduce the prompt for an opinion essay, which asks students to think about whether or not they would want to live in the American West of the 1800s. Support students as they begin planning their essays and guide them to revisit the Workshop texts to gather relevant evidence.

Materials

ReaL Book pp. 204–205

[Workshop 4: Opinion Essay Rubric](#)

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Take Notes
- **Extend:** Skill Builder: Supporting Reasons
- **Language:** Using Correct Verb Tense

[Get Resources](#) **LT: I will write a opinion paragraph.**
SC: gather relevant information from multiple sources, take notes, use correct verb tense

OBJECTIVES

Primary Goals

Literacy Goal: Gather relevant evidence from multiple sources and take brief notes.

Language Goal: Use correct tense and correct inappropriate shifts in verb tense.

Additional Goal

Language Goal: Report ideas using the conventions of standard English.

DO NOW!

Show You Know

Use the **Do Now** routine.

1) Display the Do Now and assign the task.

 **(ideal)** My **ideal** day would involve spending time _____. (e.g., playing with my friends; swimming at the local pool; eating my favorite foods)

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 learn how to use verb tense correctly in our writing. Then we can start planning our opinion essay.*

 **Literacy Goal: Find evidence from texts to use in your writing, and take notes.**

 **Language Goal: Use correct verb tense, and fix incorrect shifts in verb tense.**

CONVENTIONS FOCUS

Teach Correct Verb Tense

Explain the importance of using correct verb tense. *Using correct verb tense in your writing helps readers understand when actions happen—in the present, past, or future.*

- Read aloud the definitions for “verb tenses.”
- Echo-read the example sentences in the chart, and briefly explain the regular and irregular verbs. *Regular and irregular verbs end in –s in the present tense. Regular verbs usually end in –ed in the past tense, but the past tense of irregular verbs such as fall and take have unique forms—fell and took—and have to be checked in a dictionary or memorized.*

Anticipate Challenges Students who speak Mandarin Chinese may have trouble with the concept of verb tense and shifts in tense because Mandarin Chinese is tense-less. Clearly enunciate as you read examples to help students hear the patterns.

Identify Correct Verb Tense

Introduce the task, and support students as they complete the activity.

- Review Item 1, and model how to choose the correct verb. *The verb met in the sentence is in the past tense. So, I will select the past-tense verb gave to complete the sentence correctly.*

- Have partners use **Think (Write)-Pair-Share** to complete Items 2–4 and explain responses. *Remember, first you need to determine when the action takes place. Look at the other verbs to figure out if the action takes place in the present, past, or future. In Item 2, the verb tells us that the action takes place in the present.*
- Call on partners to report responses to the class.

 **The verb _____ in the sentence is in the _____ tense.**

 **So, we selected the (past/present/future)-tense verb _____ to complete the sentence.**


Adapt Procedures Have students circle the verbs provided in each sentence in the activity and agree on its tense with a partner before choosing the answer.

Write Using Correct Verb Tense

Guide students to rewrite sentences using correct verb tenses.

- Read aloud Item 1 and model how to correct the sentence. *First I'll circle the verbs: did and will make. The verb did is past tense but will make is future tense. So I need to change will make to the past-tense verb made and rewrite the sentence.*
- Monitor as students circle verbs and rewrite Items 2 and 3.
- Guide students to share their responses with the class.

Expect More—Get More After students rewrite a sentence correctly, ask students to identify context clues and precise verbs. For example: *What context clues helped you figure out the correct verb tense? What is a precise verb that you could use to replace the everyday word go in this sentence?*

| FORMATIVE ASSESSMENT | |
|--|--|
| <p>LANGUAGE GOAL: Use correct verb tense and correct inappropriate shifts in verb tense.</p> <p>Observe Review students' written responses and determine whether students are recognizing and correcting inappropriate shifts in verb tense.</p> | |
| Monitor Progress | Adapt Instruction/Strategies |
| <p>Nearly There Students identify inappropriate shifts in verb tense but may have difficulty correcting the problem.</p> | <p>Model correcting inappropriate shifts in verb tense in Items 2 and 3. Then, provide additional sentences for students to practice correcting inappropriate shifts in verb tense. For example:</p> <p> Luis (wakes up/woke up/will wake up) <u>woke up</u> late yesterday, so he (takes/took/will take) <u>took</u> the bus to school.</p> |
| <p>Not Yet Students do not identify inappropriate shifts in verb tense and therefore do not correct the sentences.</p> | <p>Work with students to make a chart of common regular verbs (e.g., <i>play, walk, start</i>) and irregular verbs (e.g., <i>to be, go, give, make, have</i>) in the past, present, and future tenses. Post the chart for students to reference when they rewrite the sentences.</p> |
| <p>On Track Students identify and correct inappropriate shifts in verb tense in sentences.</p> | |


PLAN WRITING

Analyze the Prompt

Use the [Unpack the Prompt](#) routine.

- Review the steps of POW. Ask students to identify the strategy that helps them remember the important steps that strong writers use whenever they write (POW). If needed, review what each letter in the strategy stands for and how it helps improve their writing.

 **The letter _____ in POW stands for _____.** (e.g., P/plan; O/organize; W/write)

 **This step in the strategy is important because _____.**

- Read the prompt aloud.
- Clarify the topic. Model locating and underlining the topic that students will write about. *I'm underlining the first sentence of the prompt, which is the question I must answer. I need to write my opinion about living in the West during the 1800s.*
- Identify the audience: students' classmates and teacher.
- Have students locate key words in the prompt and identify the writing type. *Circle opinion and evidence. The purpose of an opinion essay is to state a claim about a topic and support it with evidence.*
- Guide students to restate the prompt by completing the frame.

Use Technology Use the Class Poll tool in HMH Teacher Central to survey students on whether or not they agree with the statement: "I would want to live in the American West of the 1800s."

Select Evidence

Examine the example with the group.

- Echo-read the opinions and model how to identify reasons. *Remember that a reason answers the question "Why?" One reason to want to live in the West of the 1800s is to have adventure. What's a reason for not wanting to live in the West of the 1800s?*
- Read aloud the piece of evidence provided for the first opinion. *I remember reading about Pony Express riders braving storms and attacks. That sounds adventurous.*
- Demonstrate how to return to Workshop texts to identify, paraphrase, and record additional text evidence. Turn back to "Oregon—At Last!" and model scanning the text for relevant evidence. *I see in paragraph 7 that some people went west because gold was found in California. That fits with my reason that I would want to live in the West to get rich.*
- Remind students how to quote texts and note sources. *Whether you are quoting or paraphrasing the text, remember to note the author's name and the page your evidence comes from in parentheses.*

Guide students to research and record additional text evidence.

- Activate knowledge from Workshop texts to locate evidence. *Which texts describe the adventures or hardships of the West?*

 **One text that describes (adventures/hardships) of living in the American West of the 1800s is _____.** (e.g., “Oregon—At Last!”; *Across the Plains in 1844*; “I Will Fight No More Forever”)

- Have students skim texts and write evidence for each opinion. Have students revisit Workshop texts and star evidence that supports the reasons in their notes. *Look for evidence of adventure or hardship. Put a star by each piece of evidence. Then, choose three pieces of evidence and paraphrase or quote them in the chart.*

Follow With Feedback Check in with students as they gather evidence. Emphasize the importance of selecting strong evidence as you give feedback. For example: *You recorded evidence that there were no supermarkets as an example of a hardship. Look for more evidence that describes why this is a hardship. How did settlers get their food if there were no markets?*

- Have students decide which opinion they will write about and share using the Language to Report frames. *What will you argue? What is one strong piece of evidence you have to support your claim?*

| FORMATIVE ASSESSMENT | |
|---|---|
| <p>LITERACY GOAL: Gather relevant evidence from multiple sources and take brief notes.</p> <p>Observe Listen to students as they report text evidence and read their notes to determine whether they effectively select and record strong evidence from the Workshop texts.</p> | |
| Monitor Progress | Adapt Instruction/Strategies |
| <p>Nearly There Students verbally identify evidence but have difficulty writing it as notes in the chart.</p> | <p>Support students to use direct quotes correctly. <i>Remember to put quotation marks around details that you copy directly from the text.</i> If needed, model selecting and directly quoting evidence from the text. Guide students to return to their notes and add quotation marks around evidence that is copied from the text.</p> |
| <p>Not Yet Students have difficulty identifying evidence that is relevant to the prompt.</p> | <p>Collect evidence from the texts and Anchor Video as a group, using the annotated examples as a guide. Model identifying and analyzing relevant evidence. <i>Was Catherine Sager’s journey West easy or difficult? Let’s skim the first five paragraphs to locate and mark evidence of adventure or hardship.</i></p> |
| <p>On Track Students select and paraphrase relevant evidence that supports the prompt.</p> | |

WRAP UP

Develop Mindset

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

 **What is one area in which you have grown?**

 **One area in which I have grown is _____.** I know that I have grown because
_____.