

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

Instructor: **Bjorneby**

Date: **9-30 10-31** Class: **4th**

## Concept Organizer and Content-Area Vocabulary

Workshop 1 Lesson 2

### STANDARDS

CCSS.ELA–LITERACY: SL.1.1A, SL.1.1B, SL.2.1A, SL.2.1B, SL.3.1A, SL.3.1B, SL.4.1A, SL.4.1B, SL.5.1A, SL.5.1B, L.1.4A, L.2.2E, L.2.4A, L.2.4E, L.3.2G, L.3.4A, L.3.4D, L.3.5C, L.3.6, L.4.4A, L.4.4C, L.4.5C, L.4.6, L.5.4A, L.5.4C, L.5.5C, L.5.6

### HEADS UP

*Creativity* is a word used in many different settings—the classroom, the theater, the soccer field, the science lab—but what does it actually mean? Guide students to explore the concept of *creativity* as they connect their own ideas and experiences to the Workshop focus. Then work in small groups to teach content-area words that students will use in their academic discussions and writing.

### MATERIALS

*ReaL Book* pp. 28–29

[Academic Interaction Card](#)

### CONTENT-AREA VOCABULARY

**design (noun):** the way that something has been planned and made

**develop (verb):** to make a new item or idea over time

**discovery (noun):** the act of finding or learning something for the first time

**inspire (verb):** to make someone excited to do something

**invent (verb):** to think up and create something new

## FAMILY ENGAGEMENT

Have students ask families and/or caregivers (or post on the class website, email list, social media feed, or messaging app while following school and district rules for online sharing): *What words do you associate with the concept of creativity?*

## RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Using a Dictionary
- **Extend:** Vocabulary Builder
- **Language:** Concept Web

[Get Resources](#)

## OBJECTIVES

### Primary Goals

**Literacy Goal:** Generate written examples for domain-specific vocabulary to deepen understanding.

**Language Goal:** Collaborate to discuss the concept of *creativity* and express relevant examples.

---


## WHOLE GROUP

## DO NOW!

### Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(effort) If I make (a/an) effort to work harder in school, I will probably be able to \_\_\_\_\_.** (e.g., earn better grades; learn more about each subject; become a stronger reader)

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 will think about creativity, which is an important concept throughout this Workshop. We'll also build knowledge of content-area words that will help us understand the texts.*

 **Literacy Goal: Write examples for content words to help understand their meanings.**

 **Language Goal: Share and compare examples of the concept of *creativity*.**

## BUILD CONCEPT KNOWLEDGE

### Organize Concepts

Activate knowledge with the Concept Organizer.

- Pronounce the word *creativity*, have students repeat the word twice, and give the part of speech. Then model how to break the word into syllables. *Creativity is a noun, a thing. Say it with me and tap the syllables: cre-a-tiv-i-ty.*
- Echo-read the sample sentence. Model how to analyze context and discuss meaning clues. *This sentence has clues to help us figure out the meaning. The phrases “come up with,” “good idea,” and “solve a problem” tell me that creativity involves ideas and problem solving.*
- Explain the word meaning and have students complete the frame.
- Read aloud the essential characteristics of the concept and have students complete the characteristics frames. *Creativity leads to a new idea or project and uses imagination.*
- Discuss examples and non-examples, linking them to characteristics. Read the first example aloud. *In this example, it takes creativity, or a good imagination, to make art out of something that is usually considered garbage.* Review the second example and relate it back to the characteristics. *In the second example, writing a fictional story requires a bold imagination, or creativity.*

**Anticipate Challenges** Non-examples are phrases that do not exemplify the meaning of the concept word. Generating non-examples of a broad concept, such as creativity, can be challenging. Help students understand that the sample non-examples on the student page describe actions that lack creativity. *Is copying an outfit from a magazine an example, or a non-example, of creativity? How about making your own party invitations?* Work with students to think of words such as *copy*, *routine*, and *follow*. Guide students to use these actions as the basis for their own non-examples.

- Have students generate an example and then use **Think (Write)-Pair-Share** to discuss them. Have students think of an example and record it. Direct partners to share their examples: An example of creativity is \_\_\_\_\_. Use varied strategies to call on partners to share their examples with the class.
- Repeat the process with non-examples.
- Introduce the word family. *Creativity is part of a word family. The verb create means “to make or develop something new.” Each form of the word in the word family has to do with coming up with new ideas.*

- Pronounce each word in the word family and have the students repeat it.
- Point out word endings in the word family words and have students underline them.  
*The word creative has the suffix -ive after the verb create. The suffix -ive means “capable of,” so creative means “able to create.”*
- Echo-read the common phrases.

### Academic Discussion

Use the [Academic Discussion](#) routine to have students complete My Sentence.

1) Read aloud the frame, model a response, and prompt students to brainstorm another idea to complete the frame. *Notice that I thought of the phrase dressing up. Now think of another verb phrase, something that you might do to show creativity, or a new idea, for a school project.*

2) Prompt students to write an idea in the frame.

3) Ask partners to exchange ideas using frames.

4) Use varied strategies to choose students to report and compare their ideas.

 I'll share the sentence I wrote: \_\_\_\_\_.

 Both (Name) and I thought of the same idea.

 (Name) and I thought of different ideas.

#### FORMATIVE ASSESSMENT

**LANGUAGE GOAL:** Collaborate to discuss the concept of *creativity* and express relevant examples.

**Observe** Listen as students share and respond during discussions about *creativity*.

#### Monitor Progress

**Nearly There** Students' contributions show an understanding of the concept, but they struggle with generating non-examples.

#### Adapt Instruction/Strategies

Guide students to recognize that a non-example of *creativity* would not involve much thought or imagination.

*What activities do you do without thinking much about them? Doing a routine chore, like taking out the garbage, is a non-example of creativity because it doesn't require imagination or new ideas. Now you try:*

 **A non-example of creativity is**

\_\_\_\_\_

(e.g., vacuuming; wearing a team uniform; copying a drawing from an illustration in a book)

<p><b>Not Yet</b> Students show a lack of understanding about the concept or do not articulate ideas clearly.</p>	<p>Correct and redirect vague or inaccurate ideas, as in these examples: <i>You said that standing up and reading a poem aloud is an example of creativity. If you write the poem, that is an example of creativity. The first step in creating a poem is to think of a new idea for the poem. Standing up and reading an already published poem aloud may not be an example of creativity, but sitting down and writing your own in your notebook is!</i></p>
<p><b>On Track</b> Students express relevant examples that show an understanding of the concept.</p>	

## SMALL GROUP

### BUILD WORD KNOWLEDGE

#### Teach Content-Area Vocabulary

Use the **Vocabulary** routine to introduce each word. *Learning these words will help you understand, discuss, and write about ideas in the texts we'll read during this Workshop.*

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *The word design is a noun, a thing.*
- 3) Rate word knowledge by having students fill in a rating (1–4) below the word. *Think about what you already know about the word design, and circle a rating.*
- 4) Explain the meaning of the word. Display and read aloud the meaning.

- Guide students to complete the frames in their *ReaL Books*.

**Make It Relevant** In completing the frames, students may focus on technology. Guide them to consider how design, discovery, and innovation relate to their own lives in other ways by prompting them to think about the layout of the building they live in or what makes their favorite bag or backpack either useful or beautiful.

- Provide a brief example to help students develop a mental image of the word. *A drawing you make of your dream bedroom is an example of a design.*
- Rephrase the example and have students chime in with the word. *When you draw your dream bedroom, you are creating a design.*
- Explain words with familiar multiple meanings. For *design*, point out the word can also be used as a verb.

- Explain other word forms from the texts. For *inspire*, students will encounter the noun form *inspiration* in the texts. For *invent*, point out the noun forms *invention* and *inventor* that students will also encounter in the texts.

5) Discuss examples.

- Discuss the example by reading the frame and modeling one or two responses while pointing out grammar targets. *You need a noun, such as project, to explain what thing the student's designs would help him or her make.*
- Use the [Academic Discussion](#) routine to have partners share ideas and restate their partner's idea using a frame from the [Academic Interaction Card](#). Then have partners select one idea to record.

6) Deepen understanding by providing additional examples as time permits.

- 📖 **A car with a sleek *design* might make people drive \_\_\_\_\_.** (e.g., more carefully; faster)
- 📖 **A research scientist may *develop* a new drug to \_\_\_\_\_.** (e.g., cure a disease; help people)
- 📖 **A *discovery* happens when you \_\_\_\_\_.** (e.g., see something for the first time; put ideas together in new ways)
- 📖 **You can *inspire* a person to treat others kindly by \_\_\_\_\_.** (e.g., treating others kindly yourself; sharing suggestions for how to behave)
- 📖 **The owner of a jewelry store might *invent* an alarm to \_\_\_\_\_.** (e.g., alert police of a break-in; protect the store overnight)

**Review Vocabulary**

7) Review the words by displaying each frame and having students choose the correct target word to complete it.

- 📖 **Someday, someone will *invent* a phone that will fit in your ear.**
- 📖 **The first *design* for the lightbulb had many problems.**
- 📖 **A new *discovery* can change many people's lives.**
- 📖 **Being kind to classmates might *inspire* them to be kind to you.**
- 📖 **Scientists *develop* new ideas to make our lives easier.**

**FORMATIVE ASSESSMENT**

**LITERACY GOAL:** Generate written examples for domain-specific vocabulary to deepen understanding.

**Observe** Review students' completed examples and listen as they report ideas.

**Monitor Progress**

**Nearly There** Students' examples complete the sentence frames but may be vague or may not clearly show that students understand the word meanings.

**Adapt Instruction/Strategies**

Connect concepts to students' lives. For example: *I see you stated that "good people" inspired kids to do their best. Can you think of a specific person who inspires others? Think about people you encounter everyday who do their best to make you feel excited or interested in something.*

<p><b>Not Yet</b> Vocabulary examples are incomplete or incorrect.</p>	<p>Correct and redirect when students' responses show a misunderstanding of the vocabulary word. For example:  <i>You wrote that the student tried several designs for his essay. You're on the right track. Essays are planned, but designs are for things you make or build. What else might the student need a design for?</i></p> <p>Guide students to think of projects they have done in school that required a design, such as a poster or website.</p>
<p><b>On Track</b> Vocabulary examples demonstrate the correct word meaning and use the word correctly.</p>	

---



## WHOLE GROUP

---

### 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 finish \_\_\_\_\_ texts by \_\_\_\_\_. I have finished \_\_\_\_\_ texts, and I am (behind/ahead of) my goal.**