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

Instructor: **Bjorneby**   Date: **9-28/29**   Class: **4th**

Anchor Video: **Big Ideas**
Workshop 1   Lesson 1

STANDARDS

CCSS.ELA–LITERACY: SL.1.1A, SL.1.1B, SL.1.1C, SL.1.2, SL.2.1A, SL.2.1B, SL.2.1C, SL.2.2, SL.3.1A, SL.3.1B, SL.3.1C, SL.3.1D, SL.3.2, SL.4.1A, SL.4.1B, SL.4.1C, SL.4.1D, SL.4.2, SL.5.1A, SL.5.1B, SL.5.1C, SL.5.1D, SL.5.2, L.3.6, L.4.6, L.5.6

HEADS UP

Inventors of all ages look at the world in new ways in order to solve tough problems. Students will meet one of these inventors in today's Anchor Video: a young boy who developed a bright solution to a serious problem in his village in Africa. Use this *extended whole-group lesson* to build community as students gain background knowledge about finding good solutions to real-world problems.

Background knowledge—Before playing the video, show students where Kenya is located on a map of Africa. Point out Nairobi, Kenya's capital city.

Socio-emotional—The video includes footage of lions that threaten livestock and people in an African village. These images may be unsettling for students.

Materials

ReaL Book pp. 24–27

[Anchor Video: Big Ideas](#)

Content-Area Words

creativity (noun): the combination of imagination and expressiveness

design (noun): a detailed plan to make something

inspiration (noun): a good idea

invent (verb): make something useful for the first time

FAMILY ENGAGEMENT

Send a message via social media, text, or email, or send a note home to communicate your Workshop launch. Be sure to follow school and district rules for online sharing. *Today we started our first Workshop—Think Big. We'll explore the stories of inventors whose creative ideas help solve problems big and small.*

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Important and Unimportant Details

- **Extend:** Media Outline

- **Language:** Vocabulary Builder

Get Resources

OBJECTIVES

Primary Goals

Literacy Goal: Use active viewing and listening strategies to build background and content knowledge about key ideas from a video.

Language Goal: Use precise content-area words and academic language to discuss and compare key ideas from a video.

<div align="center">

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.

🖥 *(mindset)* **It helps to have a confident** mindset **when you are trying to _____.** (e.g., solve a problem; complete a difficult task; win a competition)

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 preview Workshop 1 and discuss a video in which a young boy solves a deadly problem with a clever idea. We'll share and compare ideas about the video and start to think about how inventors solve problems.*

⌨ **Literacy Goal: Pay active attention to a video in order to learn information about key ideas.**

⌨ **Language Goal: Share and compare ideas about a video using content words.**

BUILD CONTENT KNOWLEDGE

Introduce and Engage

Preview the Workshop overview (pp. 24–25).

- Introduce the topic. *Today we are starting our first Workshop! It's about thinking big. We will start by learning how creative thinking can solve problems. Over the next few weeks we'll learn about new ideas, some accidental inventions, and an unusual way to lend a hand.*

- Echo-read the introductory text under the Workshop title and ask a question to check for understanding. *Based on the introduction, what is one trait, or quality, of an inventor?* (e.g., creativity)

- Read aloud the Focus Question. *Throughout the first part of this Workshop, we will explore different ways inventors have creatively solved problems, resulting in big changes that helped people.*

- Preview the Workshop texts. 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 Writing Task. *This is the writing task that we'll be working toward throughout Part 1 of this Workshop. We will use what we learn from the texts we read to help us write a paragraph that responds to this prompt.*

Make It Relevant As you discuss the Focus Question, point out to students that many of the technical gadgets we use today, such as cell phones and computers, were invented to help make people's lives easier. Have students identify the technological inventions that have affected their lives the most. Have students discuss how their lives would be different without those technologies.

Close Viewing

Use the Analyzing Media routine to guide viewing.

Set purpose for initial viewing.

- Use Oral Cloze 1 to read aloud the introductory text on page 26.

- Display the question to set the purpose.

⌨ **How does Richard Turere solve a problem in his village?**

Discuss initial responses.

- Play the video for the first time.

- Have partners use the Language to React frame to share a fact they learned. Possible responses include: lions are afraid of moving lights; lions gather near villages; lions kill livestock on farms; solar panels can charge a battery.

- Facilitate whole-group reporting.

- Revisit the purpose for viewing. Display the frame and model a response using the frame.

⌨ **Richard Turere solved a problem in his village by _____.** (e.g., using creativity; setting up flashing LED lights around his farm to scare lions away; thinking about how he could use lions' fears to fix his problem)

- Use varied strategies to elicit responses from the class.

ANALYZE MEDIA

Take Notes

Continue using the Analyzing Media routine to guide students as they take notes during a second viewing of the video.

- Read aloud the content-area words and have students repeat them.

⌨ **creativity *(noun)*: the combination of imagination and expressiveness**

⌨ **design *(noun)*: a detailed plan to make something**

⌨ **inspiration *(noun)*: a good idea**

⌨ **invent *(verb)*: make something useful for the first time**

- Provide the brief, student-friendly definitions and guide students to record a key phrase under challenging words. *An inspiration is usually a special, good idea that comes to someone suddenly. This idea is often sparked by something a person sees or hears. Let's write "special idea" under the word to help remember its meaning.*

- Introduce the outline. *Now we'll complete this outline to capture the important ideas we learned in the video. We'll use these ideas in our discussions and writing.*

- Model how to complete the first blank. Echo-read the sentence, saying "blank" for the blank.

- Echo-read the rest of the outline to identify priorities for a second viewing of the video.

- Complete the media outline.

- Replay the video segment required to complete each section of the outline, expanding on the meanings of the words. Guide partner collaboration to complete the outline, one section at a time.

⌨ **What do you think makes sense?**

⌨ **I think the word _____ makes sense.**

- Facilitate whole-group reporting for each section of the outline. Display the correct

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word as students report.

FORMATIVE ASSESSMENT

LITERACY GOAL: Use active viewing and listening strategies to build background and content knowledge about key ideas from a video.

Observe Listen to student responses to determine their ability to identify key ideas from the Anchor Video.

Monitor Progress	Adapt Instruction/Strategies
Nearly There Students respond with facts and details about the topic, but they are not all accurate or from the video.	Guide students to complete the following frames to summarize key ideas from the video. For example: 🖥 **Lions come to Richard's village at night and _____.** (e.g., eat the community's goats and cows; scare villagers; endanger people and animals) 🖥 **Richard designs _____ to solve this problem.** (e.g., flashing LED lights; something to scare lions; a simple invention) 🖥 **Richard's invention keeps the lions _____.** (e.g., away from his family's farm; in the National Park; far from the villagers' goats and cows)
Not Yet Students have difficulty articulating facts and details from the video.	Replay the video. Pause after key ideas, guiding students to restate what they just viewed. Then use the frames above to help solidify understanding of key ideas.
On Track Students' responses demonstrate understanding of the key ideas in the video.	

Discuss Media

Guide students to write essential understandings.

- Guide students to record an idea by completing the frame. Read the frame aloud.

- Model an example with the frame. *I learned from the video that there is a national park in Kenya that keeps wild animals safe.*

- Monitor writing and provide assistance as needed.

Ramp Up the Routines Set expectations for each step of the Analyzing Media routine. For example, for the "Report" step, remind students to be prepared to report ideas to the group and to listen attentively as their classmates contribute. Model using the Language to Compare Ideas frames to set an expectation for responses. *My idea is the same as (Name)'s. We both shared that lions are afraid of movement.*

Facilitate as students interact to discuss and exchange ideas and report to the class.

- Model how to use the Language to Share Ideas frames to approach a classmate and exchange ideas. *May I share ideas with you?* (Yes, absolutely.) *I learned from the video that lions are afraid of things that are moving. What did you learn from the video?*

- Have a volunteer share his or her response with you as you model taking notes in the chart.

- Monitor as students share ideas and take notes. *Share your responses to the video with two classmates.* Listen in on discussions, encouraging students to use Language to Share Ideas and take notes on others' responses. *You don't have to write your classmates' ideas down exactly. Just take notes on the main point.*

Help students be prepared to report one idea to the class and to listen attentively to their classmates.

- Model how to use the Language to Compare Ideas frames. *If your idea is similar to a classmate's idea, you might say: My idea is the same as (Name)'s. I also shared that lions are afraid of movement.*

- Use varied strategies to call on students to report to the whole class, prompting them to compare ideas when appropriate.

Guide students to write reflections.

- Set expectations for writing a thoughtful reflection. *Think about one idea from the video that you would like to know more about.*

- Display and model a response. *I would like to learn more about how other people might use LED lights to solve problems.*

- Provide time for students to write their reflections.

- Guide students to read their responses to partners twice. (1. Read it fluently. 2. Say it with expression.)

- Facilitate whole-group reporting using varied strategies.

FORMATIVE ASSESSMENT
LANGUAGE GOAL: Use precise content-area words and academic language to discuss and compare key ideas from a video.
Observe Listen as students exchange and compare ideas, and review the notes students took on their classmates' ideas.

Monitor Progress	Adapt Instruction/Strategies
Nearly There Students exchange key ideas accurately with classmates, but they may not make comparisons, or their comparisons are weak.	Prompt students to compare ideas with their classmates while they report to the class. *How are your ideas the same? How are they different?* *It sounds like your idea is similar to (Name)'s idea. You can say: My idea is the same as (Name)'s. I also shared that LED lights are like moving torches.*

Not Yet Students' exchanges and comparisons reflect a lack of attention or a misunderstanding of one another's ideas.	Guide students to restate each other's ideas and make comparisons. Then, use these frames to support students as they compare ideas. ⌨ **So you think that _____.** ⌨ **Yes, that's right.** ⌨ **No, not really. What I meant was _____.**
On Track Students share and compare ideas with classmates using precise content-area words.	

WRAP UP

Revisit Workshop Focus

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

⌨ **Why do people invent new products?**

⌨ **People invent new products because they want to _____.** (e.g., solve problems; make life easier for people; show a new way to do something)