

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

Instructor: **Bjorneby**

Date: 11-9 and 11-10 Class: 5th

Short Story: **Crazy Loco** (Day 1)

Workshop 3 Lesson 5

STANDARDS

CCSS.ELA–LITERACY: RL.1.1, RL.1.10, RL.1.2, RL.1.4, RL.2.1, RL.2.10, RL.2.2, RL.2.4, RL.3.1, RL.3.10, RL.3.2, RL.3.4, RL.4.1, RL.4.10, RL.4.2, RL.4.4, RL.5.1, RL.5.10, RL.5.2, RL.5.4, RF.1.3C, RF.1.3C, RF.1.3D, RF.1.4A, RF.1.4B, RF.1.4C, RF.2.3B, RF.2.3C, RF.2.4A, RF.2.4B, RF.2.4C, RF.3.3C, RF.3.4A, RF.3.4B, RF.3.4C, RF.4.3A, RF.4.4A, RF.4.4B, RF.4.4C, RF.5.4A, RF.5.4B, RF.5.4C, 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.1.1C, L.1.6, L.2.1B, L.2.6, L.3.1B, L.3.6, L.4.6, L.5.1B, L.5.5C, L.5.6

HEADS UP

Word Count: 2490

Lexile Measure: 940L

Guided Reading Level: T

Qualitative Measure: Moderate 1

When a new dog is welcomed into David Rice’s family, he and his brother are faced with the task of naming the puppy—a job that turns out to be a lot harder than it sounds.

Engage—Remind students that they learned a little about David Rice, the author of “Crazy Loco,” when they watched the Anchor Video. Have students discuss things they remember about Rice from the Anchor Video.

Socio-emotional—The dog in this story goes missing when the family car is stolen. The idea of losing a pet, especially in this way, may be distressing to some students. Observe students and be sensitive to any who seem upset. Reinforce that the characters in the story believe that, due to his nature, Loco is probably fine.

MATERIALS

Real Book pp. 126–127

[Academic Interaction Card](#)

ACADEMIC VOCABULARY

frustration (noun): a feeling of anger or annoyance caused by being unable to do something

respond (verb): to answer or react to something

ADDITIONAL VOCABULARY

unusual (adjective): different from what is normal

FAMILY ENGAGEMENT

Throughout your reading of “Crazy Loco,” have students survey family members, caregivers, and community members on questions about their reading preferences. For example:

- What is your favorite book?
- Who is your favorite character from a book or text?
- What are you reading right now?

MEETING INDIVIDUAL NEEDS

- **Beginning Readers:** Identify Syllables, Open Syllables
- **English Learners:** Homophones, Past-Perfect Tense, Past-Tense Verbs
- **Standard Classroom English:** Initial *r*-Blends, Past-Tense Verb Formation, Plural Noun Formation, Sound Substitution: /f/ for /th/, Sound Substitution: Vowels Before *m* and *n*

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Read for Detail
- **Extend:** Make Inferences
- **Language:** Debate Tracker

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Analyze what is clearly stated in the text and infer what is not clearly stated.

Language Goal: Speak in complete sentences to provide details and clarification.

Additional Goals

Literacy Goal: Determine key ideas in a literary text using academic vocabulary.

Language Goal: Use high-utility academic vocabulary in verbal and written responses.

WHOLE GROUP

DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

 **(especially) I think movies about _____ are especially interesting.** (e.g., zombies; historical events; people who overcome challenges)

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 read the first part of the short story "Crazy Loco" and practice making inferences.*

 **Literacy Goal: Analyze what a text says and make inferences.**

 **Language Goal: Give details and explanations using complete sentences.**

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *frustration*

Teach the Academic Vocabulary word *frustration* using the [Vocabulary](#) routine.

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Frustration is a noun, an idea.*
- 3) Rate word knowledge if time permits by having students write a rating (1–4) next to the word.
- 4) Explain the meaning of the word.

- Provide a brief example to help students connect to the word. *I felt frustration when I couldn't reach a game on a high shelf.*
- Display and read aloud the meaning of *frustration*.
- Guide students in completing the blanks in their *Real Books*.
- Make connections with your prior example. *When you feel annoyed or angry that you can't do something, like reach a game you want to play on a high shelf, you are feeling frustration.*
- Have student underline the suffix in *frustration*. Explain how the suffix changes the meaning of a word. *The suffix –tion changes a verb into a noun. The verb form of this word is frustrate. When –tion was added, the final e was dropped and the verb turned into a noun.*

- 5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *I need a base verb or base verb phrase to complete this sentence. I felt a lot of frustration when I tried to ice skate for the first time, so I'll write "ice skate" in the blank.*
- Give students time to think of a response. *What have you tried to learn that caused you to feel frustration?*
- Have partners share ideas twice and select one to record. Direct students to read their sentence and then say it with expression. Have students restate their partner's idea using a frame from the [Academic Interaction Card](#).
- Facilitate whole-group reporting using varied techniques.

- 6) Deepen understanding by providing an additional example as time permits.

 **When is a bad time to show *frustration*?**

 **(*frustration*) A bad time to show *frustration* is _____.** (e.g., when you are talking to the principal; during a class discussion)

Teach Academic Vocabulary: *respond*

Teach the Academic Vocabulary word *respond* using the [Vocabulary](#) routine.

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Respond is a verb, an action word.*
- 3) Rate word knowledge if time permits by having students write a rating (1–4) next to the word.

4) Explain the meaning of the word.

- Provide a brief example to help students connect to the word. *When someone says hello to me, I respond by saying hi back.*
- Display and read aloud the meaning of *respond*.
- Guide students in completing the blanks in their *ReaL Books*.
- Make connections with your prior example. *When someone says hello, it's polite to answer back, or respond, to them.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *I need a phrase that starts with a verb + -ing to complete the sentence. One way you respond to fire drills is by lining up and following me outside, so I'll write that as my response.*
- Give students time to think of a response. *What is something else the class does to respond to a fire drill?*
- Have partners share ideas twice and select one to record. Direct students to read their sentence and then say it with expression. Have students restate their partner's idea using a frame from the [Academic Interaction Card](#).
- Facilitate whole-group reporting using varied techniques.


6) Deepen understanding by providing an additional example as time permits.

 **How do you *respond* when someone tells you "Good job!"?**


 **(respond)** When someone tells me "Good job!," I **respond** by _____. (e.g., blushing; smiling; saying thank you)

Teach Additional Vocabulary

Teach the additional academic vocabulary word as time permits: *unusual*.

 ***unusual* (adjective)**

 **Meaning: different from what is normal**


 **Example: Chloe has *unusual* taste in music, so it's hard for her to find friends who will go to concerts with her.**

Activate Knowledge

Connect the Anchor Video with today's text. *In the Anchor Video, we met the writer David Rice who told us about the relationships that influenced him as a reader and writer. Rice loved his dog so much, he was inspired to write a story about him. Today, we'll begin reading that story.*

- Use [Think \(Write\)-Pair-Share](#) to have students discuss other relationships that writers might be inspired to write about.

 **What is another relationship that writers might be inspired to write about?**

 **One relationship that writers might be inspired to write about is between _____ and _____. (e.g., the writer/his or her best friend; a child/a parent; a brother/a sister)**

CLOSE READING

First Read | Key Idea

Introduce the Key Idea question and read aloud the text.

- Read aloud the Key Idea question, and remind students to be prepared to answer the question after reading. *Listen for details about a problem that the boys have after they get their dog. If you hear a detail as I'm reading, circle it.*
- Read aloud the text using **Modeled Fluent Reading**. *Follow along as I read the text aloud.*
- During reading, clarify the meanings of the words *frowning*, *loco*, and *hombre*.
- After reading, use **Think (Write)-Pair-Share** to have students respond to the Key Idea item.

Anticipate Challenges This text contains many Spanish words. Point out that most of the Spanish words are translated in the red boxes on the bottom of the page. Remind students that Rice is Mexican American and that his family sometimes spoke in Spanish.

SMALL GROUP

BUILD FLUENCY AND COMPREHENSION

Second Read | Review Key Idea

Review student responses to the Key Idea question. Provide additional support during the second read for students who have incomplete or inaccurate responses. For students who accurately completed the Key Idea question, encourage them to strengthen their response by explaining why the boys don't know what to name their new dog. *We are looking for a problem the boys face after they get their new dog. Listen carefully for a problem as you reread the text with your partner.*

- Have students reread the text aloud with a partner.
- Support students in revising or adding to their Key Idea responses.
- Have students share revised or new responses with the group.

 I revised my response to be _____.

 I added _____ to my response.

Review Foundational Skills: Words With Long Vowel Sounds Point out examples of words with vowel teams that spell long vowel sounds as you reread the text. Have students say each word and underline the vowel team in each word. (Paragraph 1: *birthday*; Paragraph 2: *weeks*, *wait*; Paragraph 3: *ears*; Paragraph 5: *Eagle*)

FORMATIVE ASSESSMENT

LANGUAGE GOAL: Speak in complete sentences to provide details and clarification.


Observe Listen for the use of complete sentences that provide text details as students discuss their Key Idea responses.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students provide text details but may not speak in complete sentences.</p>	<p>Prompt students to speak in complete sentences. For example, <i>I heard you say “No name for the dog.” Can you use the frame in your Real Book to say your response in a complete sentence?</i></p>
<p>Not Yet Students do not provide relevant text details and volunteer one-word responses.</p>	<p>Comment on another student’s relevant response, guiding the student to follow the model for sharing details using complete sentences. <i>I heard (Name) say that the problem the boys have is that they don’t know what to name their new dog. Can you restate the boys’ problem in your own words?</i></p>
<p>On Track Students express text details using complete sentences.</p>	

Make Inferences

Read the task aloud and review how to make inferences. Remind students that when they make an inference, they combine information from a text with their own knowledge to figure out something that is not directly stated in the text. *Sometimes readers have to think about the details in the text along with what they already know in order to figure out what the writer means. This task asks me to infer something about the brothers based on the fact that they wait two weeks to name their dog. First, I’ll go back into the text to find details about why the dog didn’t have a name for two weeks. Then I’ll think about what those details can help me figure out.*

- Have students reread paragraph 2 aloud with a partner to find details about why the dog didn’t have a name for two weeks.
- Think aloud to model identifying important details. *When I reread this paragraph, I’ll look for details about why the boys don’t name the dog right away. I’ll underline those details.*
- Guide students to use the details to make inferences. *The brothers are able to wait two weeks to name their dog. I don’t know if I could wait that long! I can infer that the brothers are good at waiting.*
- Have partners orally share responses to the question.
- Use the **Academic Discussion** routine to structure student interaction as they discuss their responses with the group.



 **One detail about why the boys don’t name the dog right away is _____.** (e.g., they couldn’t decide what to call him; their dad said to wait for the dog to do something unusual)

Make It Relevant Point out that people usually name their pets when they first get them. Pets are often named for the way they look or the way they act. Encourage students to share pet names that they know of.

FORMATIVE ASSESSMENT

LITERACY GOAL: Analyze what is clearly stated in the text and infer what is not clearly stated.

Observe Review students' responses to the Make Inferences task and listen to students' discussions with their partners/group.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students make accurate inferences but do not clearly articulate the thinking behind their inferences.</p>	<p>Draw out students' thinking through questioning: <i>You think that the brothers must be very patient. What did they do or say that helped you make this inference? Underline those details. Then complete the frame in your Real Book.</i></p>
<p>Not Yet Students do not identify text details or make inferences.</p>	<p>Think aloud to model identifying text details in paragraph 2. <i>I read that the boys couldn't decide on a name for two weeks. That detail tells me why the dog didn't have a name, so I'll underline it.</i></p> <p>Have students reread the last sentence in paragraph 2. Guide them to identify text details that explain why the dog didn't have a name for two weeks.</p> <p>Use frames to scaffold responses:</p> <p> The text says the boys waited <u>two weeks</u> to name the dog.</p> <p> This tells me they are _____ because _____.</p> <p>(e.g., patient/they waited to give the dog a name that fit him)</p>
<p>On Track Students identify relevant details and use them to support their inferences.</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 in that goal?**

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