

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

Instructor: **Bjorneby**

Date: **9-27**

Class: **5th**

Short Story: **Crazy Loco** (Day 3)

Workshop 3 Lesson 7

STANDARDS

CCSS.ELA–LITERACY: RL.1.1, RL.1.10, RL.1.2, RL.1.3, RL.1.6, RL.2.1, RL.2.10, RL.2.2, RL.2.3, RL.2.6, RL.3.1, RL.3.10, RL.3.2, RL.3.3, RL.3.6, RL.4.1, RL.4.10, RL.4.2, RL.4.3, RL.4.6, RL.5.1, RL.5.10, RL.5.2, RL.5.3, RL.5.6, RF.1.3C, RF.1.4A, RF.1.4B, RF.1.4C, RF.2.3C, RF.2.4A, RF.2.4B, RF.2.4C, RF.3.4A, RF.3.4B, RF.3.4C, 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.1.1B, L.1.1D, L.2.2C, L.3.2D

HEADS UP

Word Count: 2490

Lexile Measure: 940L

Guided Reading Level: T

Qualitative Measure: Moderate 1

Loco's adventures—and misadventures—continue in today's excerpt from "Crazy Loco." Students will identify how a narrator's point of view influences how events are described.

MATERIALS

ReaL Book pp. 130–131

[Academic Interaction Card](#)

ACADEMIC VOCABULARY

position (noun): the way someone or something is standing, sitting, or lying down

refuse (verb): to say or show that you will not do something that someone wants you to do

MEETING INDIVIDUAL NEEDS

- **Beginning Readers:** Open Syllables
- **English Learners:** Irregular Past-Tense Verbs, Modal Verbs, Possessive Nouns
- **Standard Classroom English:** Habitual Actions or States (verb *to be*), Plural Noun Formation, Possessive Apostrophe Omission, Sound Substitution: /f/ for /th/

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Identify Point of View
- **Extend:** Analyze Character
- **Language:** Subject-Verb Agreement

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Identify how a narrator's point of view influences how events are described.

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.

 (**entertain**) When my friends and I are bored, we **entertain** ourselves by _____.
(e.g., playing video games; telling jokes; going to the park)

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. *As we read more about Loco and his family, we'll explore how the narrator's experiences affect how he describes events.*

 **Literacy Goal:** Identify how a narrator's point of view affects how events are described.

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

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: position

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Position is a noun.*
- 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. *My cat's favorite sleeping position is on his back with his feet in the air.*
 - Display and read aloud the meaning of *position*.
 - Guide students in completing the blanks in their *Real Books*.
 - Make connections with your prior example. *The way my cat is lying down tells me that he is ready to go to sleep, because that is his favorite position for sleeping.*
- 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. So I'll write "sitting in a comfortable chair" in the blank.*
 - Give students time to think of a response. *Think of the position you like best when you read.*
 - 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 might you change your sleeping *position* when you're uncomfortable?**

 **(*position*) I might change my sleeping position when I'm uncomfortable by _____.** (e.g., turning onto my stomach; curling onto my side)

Teach Academic Vocabulary: *refuse*

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

1) Pronounce the word and have students repeat it twice.

2) Clarify the part of speech. *Refuse 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. *I refuse to let my friend touch my signed baseball.*
- Display and read aloud the meaning of *refuse*.
- Guide students in completing the blanks in their *Real Books*.
- Make connections with your prior example. *When my friend asks to hold my signed baseball, I say “No,” and refuse to hand the ball over because it is very valuable, and I don't want anything to happen to it.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *I need a noun or noun phrase to complete the sentence. For example, I could write “my favorite T-shirt.”*
- Give students time to think of a response. *What is an item that you would refuse to lend to a friend?*
- 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.


 **What is a food you *refused* to eat when you were younger?**


 **(*refuse*) A food I refused to eat when I was younger is _____.** (e.g., broccoli; fish; beets)

Establish Context

Remind students about prior reading. *The family finally named the dog Loco. We read about some things Loco likes, including swimming in the local pool. Let's read more to find out if Loco's craziness is all silly and fun, or if it ever leads to something more serious.*

- Use [Think \(Write\)-Pair-Share](#) to have students discuss whether they think Loco might get into trouble someday.

 **Do you think Loco might get into trouble someday? Why or why not?**

 **I think Loco (might/might not) get into trouble someday because _____.** (e.g., might/he doesn't always do what people tell him to do; might not/even though he is a little crazy, he hasn't done anything dangerous)

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 why Loco gets hurt. 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 *sapos*, *monte*, *nopales*, and *espinas*.
- After reading, use [Think \(Write\)-Pair-Share](#) to have students write and share responses to the Key Idea question.

Use Technology You can quickly access the steps of routines such as [Modeled Fluent Reading](#) by clicking on the routine name. Explore the full content of the routines, including pedagogy, examples, and detailed explanations of the steps, in Resources in HMH Teacher Central.

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 giving more details about why Loco got hurt. *We are looking for details that tell why Loco got hurt. Listen carefully for these details 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.**

Make Connections Remind students about the animal they learned about in Workshop 2—the opossum that plays dead to make its predators go away. Explain that the possum in the story is really an opossum. *In some areas of the United States, people call this animal a “possum,” but it’s actually an “opossum.” There are animals called possums, but they don’t live in North America.*

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 letters that make the long vowel sound in each word. (Paragraph 14: *afraid*; Paragraph 15: *show*; Paragraph 16: *sleeping*; Paragraph 18: *each*; Paragraph 19: *babies*)

| FORMATIVE ASSESSMENT | |
|---|---|
| <p>LANGUAGE GOAL: Speak in complete sentences to provide details and clarification.</p> <p>Observe Listen for the use of complete sentences that provide text details as students discuss their Key Idea responses.</p> | |
| Monitor Progress | Adapt Instruction/Strategies |
| <p>Nearly There Students provide text details but may not speak in complete sentences.</p> | <p>Prompt students to restate text details in complete sentences. For example: <i>I heard you say “because of nopales.” 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>Help students complete the frame in their <i>Real Books</i> by asking guiding questions. <i>You said that “Loco chased a possum.” That is correct. What happened when he was chasing the possum? (He ran into nopales.) How did that cause him to get hurt? (Espinas from the nopales covered his left shoulder.)</i></p> |
| <p>On Track Students express text details using complete sentences.</p> | |


Analyze Point of View


Guide students to analyze point of view.

- Read the Analyze Point of View task aloud. *This task asks me to explain the boys’ reaction when their mother removes the espinas from Loco’s shoulder.*
- Read aloud the Strategy Toolkit item to explain point of view. Remind students that the narrator is the person telling the story. Explain that point of view is the perspective from which a story is told and that the narrator’s point of view influences how events in the story are described. *When we analyze point of view, we think about what influenced a narrator to describe events in a certain way. You can use this strategy when you read any text.*
- Have students reread paragraphs 17–19 aloud with a partner to find details about the boys’ reaction. *To complete this task, I’ll revisit the text to find details about the boys’ experience with espinas and their reaction when the espinas were removed from Loco’s shoulder. Then, I’ll think about how their experience influenced their reaction.*
- Guide students to analyze point of view using the details. *I see details that tell me that the boys have some experience with espinas. How does this explain why they cringe when their mother removes the espinas from Loco’s shoulder?*

- Use the **Academic Discussion** routine to structure student interaction as they discuss their responses with the group.

 **The boys react to their mother pulling *espinas* out of Loco’s shoulder by _____.**
(e.g., cringing)

 **They do this because they _____.** (e.g., know how much it hurts because their mother has had to pull *espinas* out of them before)

 **One text detail that helped me know this is _____.** (e.g., their mother says that the boys were not as brave as Loco the last time she had to pull *espinas* out of them)

FORMATIVE ASSESSMENT

LITERACY GOAL: Identify how a narrator’s point of view influences how events are described.

Observe Review students’ written responses to the Analyze Point of View task, and listen to students’ discussions with their partners/group.

| Monitor Progress | Adapt Instruction/Strategies |
|---|--|
| <p>Nearly There Students identify relevant details but do not explain how the details reflect the boys’ point of view.</p> | <p>Support students in identifying how the boys’ point of view is reflected in text details.</p> <p><i>You are correct that the boys got stuck with <i>espinas</i> before. How does this affect their reaction?</i> (They know how much it hurts to remove <i>espinas</i>.)</p> |
| <p>Not Yet Students have difficulty identifying how details in the text reflect the boys’ point of view.</p> | <p>Guide students to think about how the boys’ experiences cause them to react to what happened to Loco.</p> <p><i>The boys seem to know about having <i>espinas</i> stuck in them. How do you know they think it’s painful?</i> (When their mother pulled <i>espinas</i> out of them, they cried.) <i>How did that affect their reaction?</i> (They cringe because they know how painful it is to remove <i>espinas</i>.)</p> |
| <p>On Track Students identify details that tell how a narrator’s point of view affects how events are described.</p> | |

WHOLE GROUP

WRAP UP

Extend Knowledge

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

 **What is something you read about today that you would like to learn more about?**

 **Something I read today that I would like to know more about is _____.**