

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

Instructor: Shytle

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Class: 5<sup>th</sup> Gr.

## Anchor Video: **Family Life**

Workshop 3 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.1.6, L.2.6, L.3.6, L.4.6, L.5.6

**Learning Target:** I can use active viewing and listening strategies.

**Success Criteria:** I am successful when I can use these strategies to build background and content knowledge about key ideas from a video.

### HEADS UP

Every person has memories that make great stories. In the Anchor Video, students meet the author of a collection of short stories based on his memories of growing up in South Texas. Use this *extended whole-group lesson* to build community as students gain background knowledge about the reasons why people share their life stories.

**Background knowledge**—Before playing the video, explain to students that David Rice is an author who has written several collections of stories based in part on his childhood. In the video, students will learn about how Rice turned his experiences into entertaining narratives.

**Engage**—You may wish to tell students about a humorous story from your own life. By sharing the details of a personal experience, you can reinforce the message of the video and also model for students how to reflect on their own lives when preparing to write a personal narrative.

**Socio-emotional**—Author David Rice, the speaker in the video, encourages students to reflect on their lives and experiences in order to share personal stories. The prospect of mining personal experiences and then sharing them with classmates may distress students who have complicated or troubled home lives.

### Materials

*Real Book* pp. 116–119

[Anchor Video: Family Life](#)

## Content-Area Words

**explore (verb):** to look at carefully in order to learn **humorous**

**(adjective):** amusing or funny

**inspired (verb):** encouraged someone or gave someone the idea to do something

**stories (noun):** pieces of writing about imaginary or real people and events

## FAMILY ENGAGEMENT

Post on a social media feed, use a messaging app, text, email, or send a note about your Workshop launch. (Be sure to follow school and district rules for online sharing.) *Today, we began a Literature Workshop: What's Your Story? We'll read entertaining literary excerpts, a short story, and other related texts in which a variety of authors share memories of their family life and childhood.*

## 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.

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WHOLE GROUP

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Today's entire lesson will be completed in small group rotations.

Grade 5 Group 1: Christopher, Nyi'Kara, Kelsey, Angel, James

Grade 5 Group 2: Zuleyma, Javon, Ziona, London, Hunter, Ashley


Grade 5 Group 3: Micah, McKenzie, Mason, Madisyn, Yissel

## DO NOW!

### Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(blend in)** If you're wearing all green, you might **blend in** with the \_\_\_\_\_. (e.g., trees; grass; football field)

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 3 and discuss a video that will help us realize that we all have stories to share.*

 **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. 116–117).

- Introduce the topic. *Today we are starting a new Workshop! Over the next few weeks we will study how several writers turned events from their childhoods into stories.*
- Echo-read the introductory text under the Workshop title and ask a question to check for understanding. *Based on the introduction, what can you use to get an exciting idea for a story?* (e.g., your own life experiences)
- Read aloud the Focus Question. *Throughout the first part of this Workshop, we will explore the reasons why writers write stories based on their own lives.*
- Preview the Workshop texts. Ask students to survey the text titles and share thoughts and observations about the images associated with each text.

**Make It Relevant** Connect students' experiences with telling stories and writing about their own lives to the content of this Workshop. *In this Workshop, we'll meet authors who write stories, poems, and comics inspired by their own lives. Have you ever written*

*a story about something that happened to you?* Ask a few students to share some of these stories.

- 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 narrative paragraph that responds to this prompt.*

### 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 118.
- Display the question to set the purpose.

#### **How does the author develop ideas for his story?**

Discuss initial responses.

- Play the video for the first time.
- Have partners use the Language to React frame to share a fact they were surprised to learn. Possible responses include: David had trouble reading while growing up; both of David's grandfathers were very supportive of him; David's memories of his dog inspired him to write funny stories about Loco.
- Facilitate whole-group reporting.
- Revisit the purpose for viewing. Display the frame and model a response using the frame.

 **The author develops ideas for his stories by \_\_\_\_\_.** (e.g., being familiar with all kinds of genres; letting his imagination run wild; remembering the people and pets that meant a lot to him during his childhood)

- 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.

 **explore (verb): to look at carefully in order to learn**

 **humorous (adjective): amusing or funny**

 **inspired (verb): encouraged someone or gave someone the idea to do something**

 **stories (noun): pieces of writing about imaginary or real people and events**

**Anticipate Challenges** Reinforce that stories can be about real or made-up things. Point out that the stories David Rice read as a child were made up, but the stories he writes are based on real events. Throughout this Workshop, help students distinguish whether each text is fiction or non-fiction.

- Provide the brief student-friendly definitions and guide students to record a key phrase under challenging words. *When you explore a place or thing, you look at it carefully so that you can learn about it. Let's write "look to learn" under the word to help us 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.



**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 word as students report.

**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
<p><b>Nearly There</b> Students respond with facts and details about the topic, but they are not all accurate or from the video.</p>	<p>Guide students to complete the following frames to summarize key ideas from the video.</p> <p> <b>One person who influenced David was _____.</b> (e.g., Papa Lalo; Grandfather David)</p> <p> <b>When David was a child, reading made him feel _____.</b> (e.g., frustrated, interested; inspired; imaginative)</p> <p> <b>Now, David writes stories about _____.</b> (e.g., his dog; his childhood experiences; his life in South Texas)</p>
<p><b>Not Yet</b> Students have difficulty articulating facts and details from the video.</p>	<p>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.</p>
<p><b>On Track</b> Students' responses demonstrate understanding of the key ideas in the video.</p>	

### 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 was surprised to learn from the video that David spent so much time with his grandfathers when he was young.*
- Monitor writing and provide assistance as needed.

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

- Model how to use Language to Share Ideas to approach a classmate and exchange ideas. *May I discuss ideas with you? (Yes, definitely.) One detail I was surprised to learn from the video was that stories from your own life can make interesting stories to share with others. What detail were you surprised to 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.*

**Follow With Feedback** Check in with students as they discuss a detail they learned. *I heard two ideas: One idea is that David loved to read wacky stories. Another idea was that David especially loved sci-fi and adventure stories.* Guide students to compare their ideas. *How are these ideas similar? What do both of these ideas say about David's favorite stories?*

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 similar to (Name)'s. We both discussed how surprised we were that David spent so much time with both of his grandfathers when he was young.*
- 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. *After watching the video, I would like to learn more about how David's grandfathers felt about him becoming a writer.*
- 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.

**Make It Relevant** *Writing down details while watching a video and then discussing them afterward is a strategy that will help you better understand what you are watching. Smart viewers watch closely for details and then share them with others.*




### 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**

<p><b>Nearly There</b> Students exchange key ideas accurately with classmates, but they may not make comparisons, or their comparisons are weak.</p>	<p>Prompt students to compare ideas with their classmates while they report to the class.</p> <p><i>What detail interested both you and your classmate?</i></p> <p><i>It sounds like your detail is similar to (Name)'s. You can say: My detail is similar to (Name)'s. We both discussed how David loved to read wacky stories.</i></p>
<p><b>Not Yet</b> Students' exchanges and comparisons reflect a lack of attention or a misunderstanding of one another's ideas.</p>	<p>Have students restate each other's ideas and make comparisons. Then, use these prompts to support students as they compare ideas.</p> <p> <b>So you think that _____.</b></p> <p> <b>Yes, that's right.</b></p> <p> <b>No, not really. What I meant was _____.</b></p>
<p><b>On Track</b> Students share and compare ideas with classmates using precise content-area words.</p>	

## WRAP UP

### Revisit Workshop Focus

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

-  **What kind of experience might give you an exciting idea for a story?**
-  **One kind of experience that might give me an exciting idea for a story is \_\_\_\_\_.** (e.g., the time I spent with a grandparent or other family member; the first time I was able to do something I'd been trying hard to do; the day I got my first pet)