

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

Instructor: Shytle

Date: 12-3-20 and 12-4-20 Class: 5th Gr.

Memoir Excerpt: from **Knucklehead** (Day 1)

Workshop 3 Lesson 3

STANDARDS

CCSS.ELA–LITERACY: RL.1.1, RL.1.10, RL.1.2, RL.1.3, RL.1.4, RL.2.1, RL.2.10, RL.2.2, RL.2.3, RL.2.4, RL.3.1, RL.3.10, RL.3.2, RL.3.3, RL.3.4, RL.4.1, RL.4.10, RL.4.2, RL.4.3, RL.4.4, RL.5.1, RL.5.10, RL.5.2, RL.5.3, RL.5.4, RF.1.3C, RF.2.3C, RF.1.4A, RF.1.4B, RF.1.4C, 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.1.6, L.2.2C, L.2.6, L.3.1G, L.3.6, L.4.6, L.5.5C, L.5.6

Learning Target: I can identify text evidence.

Success Criteria: I am successful when I can use this text evidence accurately when explaining the meaning of a text.

HEADS UP

Word Count: 228

Lexile Measure: 220L

Guided Reading Level: L

Qualitative Measure: Simple

In this tale of “he said, he said,” students are introduced to the power of telling stories. Jon Scieszka takes a simple childhood memory about passing the blame and turns it into a hilarious lesson.

Background knowledge—Provide students with background information about the author Jon Scieszka. Scieszka began his career teaching students in first through eighth grades in New York City. He always liked reading and writing, so he started writing books for kids. Some of his most famous books are *The Stinky Cheese Man*, *The True Story of the Three Little Pigs*, and *The Time Warp Trio* series.

Materials

Real Book pp. 122–123

[Academic Interaction Card](#)

Academic Vocabulary especially

(adverb): more than usual

exactly (adverb): used to stress that something is correct

MEETING INDIVIDUAL NEEDS

[Meeting Individual Needs Overview](#)

- **Beginning Readers:** Blend Sounds, Closed Syllables, Open Syllables
- **English Learners:** Comparatives and Superlatives, Contractions, Homophones
- **Standard Classroom English:** Sound Elimination: Initial *r*-Blends, Sound Substitution: /d/ for /j/, Sound Substitution: /d/ for /th/

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Read for Detail
- **Extend:** Sequence of Events
- **Language:** Vowel Teams

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Use text evidence accurately when explaining the meaning of a text.

Foundations Goal: Use strategies to read words with long vowel teams.

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

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

DO NOW!

Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(humorous)** When I hear a **humorous** story, I _____. (e.g., laugh; smile; share it with a friend)

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 Foundations Goals. *Today we'll use evidence in the text to help us understand what happens in the story.*

 **Literacy Goal: Use text evidence to explain a text's meaning.**

 **Foundations Goal: Use strategies to read words with long vowel teams.**

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: **exactly**

Teach the Academic Vocabulary word *exactly* using the **Vocabulary** routine.

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

2) Clarify the part of speech. *Exactly is an adverb, a word that describes a verb, an adjective, or another adverb.*

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. *After I looked at the map, I knew exactly how to get to my destination.*
- Display and read aloud the meaning of *exactly*.
- Guide students in completing the blanks in their *Real Books*.
- Make connections with your prior example. *A map shows the route you need to take to get somewhere. So using a map showed me exactly how to get to where I needed to go.*
- Discuss that the word *exactly* includes a suffix that changes the meaning of the base word. Direct students to underline the suffix, and discuss how the suffix changes the base word. *When the suffix –ly is added to the base word exact, the suffix changes the form of the word from an adjective to an adverb.*

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. So, I can write the base verb “dance” or the base verb phrase “study for tests” in the blank.*
- Give students time to think of a response. *Think of something else that you and a friend like to do in exactly the same way.*
- 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 can you be sure your homework is exactly right?



(exactly) I can be sure my homework is exactly right by _____. (e.g., asking an adult to look it over; reviewing my work)

Teach Academic Vocabulary: **especially**

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Especially is an adverb, a word that describes a verb, an adjective, or another adverb.*
- 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 was especially busy today because I had to do extra chores.*
 - Display and read aloud the meaning of *especially*.
 - Guide students in completing the blanks in their *ReaL Books*.
 - Make connections with your prior example. *Having more chores than usual made me especially busy today, and I didn’t have a lot of time to do other things.*
- 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 this sentence. I feel happy when I bake with my grandmother, so I’ll write “baking with my grandma” in the blank.*
 - Give students time to think of a response. *What is something that makes you feel especially happy?*
 - 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 something you *especially* like to do on a Saturday?



(especially) One thing that I *especially* like to do on a Saturday is _____. (e.g., sleep late; watch cartoons; go to the movies; play basketball)

Activate Knowledge

Discuss the genre of today's text. *Today, we'll read part of a memoir. A memoir is a true story that a writer writes about his or her own life. In Knucklehead, Jon Scieszka writes about a funny childhood memory.*

- Use **Think (Write)-Pair-Share** to have students describe the differences between memoirs and fictional stories.



How are memoirs and fictional stories different?



Memoirs are _____. Fictional stories are _____. (e.g., true/not true; based on the author's real-life experiences/made up by the author)

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. *Follow along as I read the text aloud. Listen for the reason Jon's mom freaks out. If you hear the reason as I'm reading, circle it.*
- Read aloud the text using **Modeled Fluent Reading**.
- After reading, use **Think (Write)-Pair-Share** to have students write and share responses to the Key Idea item.

Anticipate Challenges Help students interpret the use of ellipses in the text. *The three dots that you see in paragraphs 3, 6, 9, and 15 are called ellipses. Ellipses are usually used to show that something has been left out of the text. In this case, though, it's part of the author's style. Scieszka uses ellipses to add a long pause and build up tension as readers wait for what's coming next.*

SMALL GROUP

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

BUILD FLUENCY AND COMPREHENSION

Second Read | Cite Text Evidence

Read the task aloud and review citing text evidence. Remind students that when they cite text evidence, they use the exact words from the text, with quotation marks around the words. *As I reread, I'll look for the exact words from the text that will help me answer the question.*

- Have students reread paragraphs 7–15 aloud with a partner to find details to explain why Jeff blames the dog.
- Think aloud to model identifying the relevant text evidence. *Paragraphs 7 through 14 help me understand Jeff's position in the family, but paragraph 15 gives me the exact words I need to answer the question about Jeff.*
- Use Think (Write)-Pair-Share to have students complete the item and share responses.

Make Connections Remind students about the focus question for this Workshop: “Why do writers share stories about their lives?” Point out that the writer of *Knucklehead* says that he “learned it’s good to be the one telling the story.” *What does this mean? How does being the one telling the story benefit the writer?*

FORMATIVE ASSESSMENT	
LITERACY GOAL: Use text evidence accurately when explaining the meaning of a text.	
Observe Review students’ responses to the Cite Text Evidence task and listen to students’ discussions with their partners/group.	
Monitor Progress	Adapt Instruction/Strategies
Nearly There Students answer the question but do not cite text evidence.	Guide students to revise their responses to cite details from the text. For example, <i>You’re on the right track. Jeff was the last person to explain what happened. Look for the exact words in the text that explain why Jeff blamed the dog.</i> Prompt students to add quotation marks around the text detail they record.

<p>Not Yet Students do not cite text evidence and do not answer the question.</p>	<p>Model finding text evidence to answer the question.</p> <p>Read aloud the first sentence in paragraph 15. <i>The text states that “Jeff was the youngest.” Let’s read the next sentence to find even more details that help answer the question.</i></p> <p>Read aloud the second sentence in paragraph 15. <i>This sentence expands on the first sentence and tells why Jeff had to blame the dog—he doesn’t have anyone else to blame!</i></p> <p>Guide students to use text evidence from these sentences to answer the question. <i>Which exact words from the text can we cite to answer the question?</i></p>
<p>On Track Students explain the meaning of a text using text evidence.</p>	

Reinforce Foundational Skills: Words With Long Vowel Sounds

Explain long vowel sounds to students.

- Read the introduction to words with long vowel sounds. *Sometimes, two letters work together as a team to make one long vowel sound. These two letters are called a vowel team.*

- Pronounce *sweep* and have students repeat.
- Point out the vowel team *ee*. *The vowel team ee works together to make the long e vowel sound.*
- Review vowel teams for the long a sound, long e sound, and long o sound by reading aloud each example and having students repeat.
- Write the word *freak* on the board, pronounce it, and have students repeat.
- Guide students to identify the vowel team and long vowel sound. *What vowel team is in the word freak?* (*ea*) *What sound does it make?* (long *e* sound)
- Prompt students to name another word that has the same vowel team as *freak*. *What is another word that has the same vowel team?* (e.g., sneak; meat; team)
- Guide students to complete the activity. Work on the second Write It item together, having students underline the vowel team and write another word with the same vowel team. Then have students independently complete the activity and share their responses with a partner.

FOUNDATIONS GOAL: Use strategies to read words with long vowel teams.

Observe Listen as students say each word aloud and review students' responses to the Write It items.

Monitor Progress	Adapt Instruction/Strategies
Nearly There Students identify the vowel team but do not write another word that has the same vowel team.	Provide feedback to help students identify words with the same vowel team. <i>You did a good job identifying the vowel team. Can you think of another word that has the same vowel team?</i>
Not Yet Students have difficulty pronouncing words with long vowel sounds and cannot identify the long vowel team.	To ensure proper pronunciation, say each word, having students repeat. Then say each word again, emphasizing the long vowel sound. Guide students to underline the vowel team in each word and help them write another word with the same vowel team.
On Track Students read words with long vowels teams and identify words with the same long vowel team.	

The Takeaway

Reflect on the relevance of *Knucklehead* by leading students in a collaborative discussion.

I know from sharing memories of childhood events with my family members that we don't always remember things the same way. I wonder if Jon Scieszka's brothers remember this story the same way as he tells it. What is one detail that Scieszka's brothers might have different memories about?

 **One detail that Jon Scieszka's brothers might have different memories about is _____.** (e.g., how the couch broke; which brother jumped Jon in the living room; the order in which the brothers blamed each other)

WHOLE GROUP

WRAP UP

Extend Knowledge

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



What is one thing that you read about today that you would like to learn more about?



One thing I read about today that I would like to learn more about is _____. I'm particularly interested in this because _____.