

© 1998 by Harco Publishing Company

Class:4<sup>th</sup> Grade

## Workshop 2 Lesson 4

CCSS.ELA–LITERACY: RI.1.1, RI.1.10, RI.1.2, RI.1.4, RI.1.7, RI.2.1, RI.2.10, RI.2.2, RI.2.4, RI.2.7, RI.3.1, RI.3.10, RI.3.2, RI.3.4, RI.3.7, RI.4.1, RI.4.10, RI.4.2, RI.4.4, RI.4.7, RI.5.1, RI.5.10, RI.5.2, RI.5.4, RI.5.7, RF.1.3C, 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.1.1B, L.1.1E, L.2.1D, L.2.2C, L.3.1D, L.3.2D, L.4.1B, L.5.1B

Success Criteria: I am successful when I consistently use text features to understand how a text is organized.

### Qualitative Measure: Simple

**Engage**—Have students preview the photographs on pages 78–79, and use details in the photographs to generate ideas about what happens when an animal hibernates or uses camouflage. Ask students to decide which adaptation is behavioral and which adaptation is physical.

## MATERIALS

*Real Book* pp. 78–79

[Academic Interaction Card](#)

## ACADEMIC VOCABULARY

**conditions (noun):** the way the environment is at a particular time

**resources (noun):** food or materials that people or animals need

## ADDITIONAL VOCABULARY

**arrive (verb):** to happen or come about **master (noun):** someone who

is very good at something; an expert

## MEETING INDIVIDUAL NEEDS

[Meeting Individual Needs Overview](#)

- **Beginning Readers:** Closed Syllables, Identify Syllables
- **English Learners:** Contractions, Possessive Nouns
- **Standard Classroom English:** Possessive Apostrophe Omission, Sound Elimination: Initial *r*-Blends, Sound Substitution: /d/ for /j/, Verb Formation

## RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Mark Up Text
- **Extend:** Read Content-Area Text

[Get Resources](#)

## OBJECTIVES

### Primary Goals

**Literacy Goal:** Use text features to understand how a text is organized.

**Language Goal:** Describe how a text is organized using academic language such as *headings* and *text features*.

### Additional Goals

**Literacy Goal:** Determine key ideas in an informational 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.

Grade 4 Group 1: Trey, Lexi, Chasidy, Javonn, Travis

Grade 4 Group 2: Artayjah, Ti'syia, Elijah, Aadyn, Ji'Anna, Bentley


Grade 4 Group 3: Rileigh, Kevin, Roberto, Sachari, Walker

## DO NOW!

### Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(predator)** One example of a **predator** is (a/an) \_\_\_\_\_. (e.g., a lion; a shark; a fox; a hawk)

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 will read about two important adaptations in the animal world and explore how headings in a photo essay help us understand how the text is organized.*

 **Literacy Goal: Use text features to understand how a text is organized.**

 **Language Goal: Describe how a text is organized using words such as *heading* and *text features*.**

## BUILD VOCABULARY AND KNOWLEDGE

### Teach Academic Vocabulary: *resources*

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

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

2) Clarify the part of speech. *Resources is a plural noun, a word for more than one thing.*

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. *Water is a resource that all living creatures need.*

- Display and read aloud the meaning of *resources*.
- Guide students in completing the blanks in their *ReaL Books*.
- Make connections with your prior example. *Animals and humans need water to stay alive, so water is a very important resource.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *At school, one resource I often need is a pencil, so I'll write "a pencil." I wrote a before pencil because pencil starts with a consonant. If the noun you choose starts with a vowel, write an before it.*
- Give students time to think of a response. *Think of a different resource that you need at school.*
- 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 one *resource* a farmer needs to grow crops?**



**(resource) One *resource* a farmer needs to grow crops is \_\_\_\_\_.**

(e.g., water; soil; seeds; sunshine)

### Teach Academic Vocabulary: *conditions*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Conditions is a plural noun, a word for more than one thing.*
- 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. *Stormy weather conditions make driving difficult.*
  - Display and read aloud the meaning of *conditions*.
  - Guide students in completing the blanks in their *ReaL Books*.
  - Make connections with your prior example. *When there are stormy weather conditions, it means that the environment is dark, cloudy, and rainy. That would make it more difficult to drive!*
  - Point out to students that the word *conditions* has more than one meaning. Explain that in addition to the meaning students learned in their *ReaL Books*, the word *conditions* can also mean “rules that someone must agree to or follow if something else is to happen.” Provide an example sentence: *I'll let my sister borrow my car under two*

*conditions—one, she doesn't drive it out of the city, and two, she gets it washed before she returns it.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *After the word to, I need a base verb or a base verb phrase, like “take walks.” Notice that the base verb take has no –s, –ed, or –ing ending.*
- Give students time to think of a response. *What is something else that you like to do outside when conditions are pleasant, or nice?*
- 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 *conditions* make playing sports outside unpleasant?**



**(conditions) Playing sports outside is unpleasant when conditions are \_\_\_\_\_.** (e.g., wet; cold; icy)

### Teach Additional Vocabulary

Teach additional academic vocabulary words as time permits: *arrive* and *master*.



***arrive* (verb)**



**Meaning: to happen or come about**



**Example: The last day of winter will soon *arrive*.**



***master* (noun)**



**Meaning: someone who is very good at something; an expert**



**Example: My brother is a *master* at building houses and owns his own construction company.**

### Activate Knowledge

Connect the previous lesson's text to today's text. *In “How to Survive in the Wild: Adapt!,” we learned that some animal adaptations are physical and others are behavioral. When we read today's text, a photo essay, we'll find out about the five most important adaptations.*

- Use **Think (Write)-Pair-Share** to have students share responses about whether they think long tongues and playing dead, from the previous reading, are Top 5 adaptations.



**Do you think that a long tongue is a Top 5 adaptation? Do you think that playing dead is a Top 5 adaptation?**



**I think that \_\_\_\_\_ (is/is not) a Top 5 adaptation because \_\_\_\_\_.**

(e.g., a long tongue is/many animals probably need to eat food that is hard to reach; playing dead is not/I don't think many animals play dead)

## 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 ways that camouflage helps animals survive. If you hear an example, underline it.*
- Read aloud the text using Oral Cloze 1, leaving out the words in blue boxes for students to chime in chorally. *Follow along as I read the text aloud. Occasionally, I will leave out a word. When this happens, read the missing word aloud.*
- During reading, clarify the meanings of the words *scarce* and *burrows*.
- After reading, use Think (Write)-Pair-Share to have students write and share responses to the Key Idea question.

**Anticipate Challenges** Provide support for the organization of the photo essay. Point out the numbers in each heading. *Why do you think the photo essay presents number five first? What is the order of the adaptations?* (reverse order—leading up to the number one, most important animal adaptation)



**Anticipate Challenges** Help students understand why animals wake up from hibernation in the spring. *According to the text, why does winter cause some animals to hibernate?* (Temperatures drop in the winter and food becomes scarce.) *What do you know happens in the spring?* (It gets warmer.) *Why do hibernating animals wake up in the spring?* (It's warm enough for them to find enough food to survive.)

## 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 adding another detail about how camouflage helps animals survive. *Listen carefully as we reread the section about camouflage. Put your thumb up when you hear a way that camouflage helps animals survive.*

- Read aloud the text again using Oral Cloze 2, increasing the pace slightly and omitting different words.
- Support students in revising or adding to their responses.
- Have students share revised or new responses with the group.
  -  I revised my answer to include \_\_\_\_\_. (e.g., blend into their environments)
  -  I added \_\_\_\_\_ to my answer. (e.g., hide from predators)

**Review Foundational Skills: VCe Words** Point out examples of words with a vowelconsonant-e (VCe) pattern as you reread the text. Have students say each word and underline the vowel-consonant-e pattern in each word. (Hibernation section: hibernate, home, save, time; Camouflage section: hide, survive, white)


## Use Text Features


Read the task aloud and explain the purpose of headings. Tell students that writers sometimes use headings to help show how the information in a text is organized. *A heading is a word or phrase that sets off a section of a text. The first heading is “5 Hibernation.” Let’s underline it. Think about how it helps you understand the text as we reread this section.*

- Use [Choral Reading](#) to read the text on page 78.

**Ramp Up the Routines** Introduce [Choral Reading](#) by explaining that all students will read the text aloud together, focusing on fluency. Practice reading the first sentence together. Then read aloud the entire Hibernation section on page 78.


- Model identifying the purpose of the first heading, “5 Hibernation.” *All the details in this section tell about hibernation. So the heading is a clue about the content in this section of the text. It’s about hibernation.*
- Prompt students to consider the purpose of the second heading, “4 Camouflage.” *Underline the next heading. What does it help you understand about that section of the text?*
- Have students independently complete the task.
- Use the [Academic Discussion](#) routine to structure student interaction as they report and elaborate on responses.

 **The heading \_\_\_\_\_ helps me understand that this section of the text tells me about \_\_\_\_\_.** (e.g., “5 Hibernation”/animals that hibernate; “4 Camouflage”/animals that use camouflage)

 **(One/Another) way that the headings help me is that they tell me \_\_\_\_\_.** (e.g., which of the two adaptations is more important; that there are three more important adaptations to come)

Share the Strategy Toolkit item to promote strategy transfer. Point out that students will encounter many texts that have headings. *Remember, writers use headings to help signal how the information in a text is organized.*

- Use [Think \(Write\)-Pair-Share](#) to have students share how they will use text features when they read informational texts.

 **When I read an informational text, I’ll check the \_\_\_\_\_ to understand \_\_\_\_\_.** (e.g., headings/the topic of each section; text features/how the text is organized)

### FORMATIVE ASSESSMENT

**LITERACY GOAL:** Use text features to understand how a text is organized.

**Observe** Review students’ written responses to the Use Text Features task, and listen as students discuss their responses with the group.

**Monitor Progress**

**Adapt Instruction/Strategies**

<p><b>Nearly There</b> Students correctly identify the purpose of the headings but could provide additional details to strengthen their responses.</p>	<p>Prompt students to elaborate on their responses. For example: <i>Yes, the headings tell you the topic of each section. But what else do the headings help you understand about how this text is organized?</i> Ask additional questions as needed:</p> <ul style="list-style-type: none"> <li>• <i>What will you read about in each section?</i></li> <li>• <i>Circle the number in each heading. What do you notice about the numbers?</i></li> <li>• <i>What do the numbers help you understand?</i></li> </ul> <p>As needed, have students use the displayed frames for responding, and guide students as they revise their responses in their <i>ReaL Books</i>.</p>
<p><b>Not Yet</b> Students may recognize text headings but may not understand their purpose.</p>	<p>Coach students to recognize what the headings signal. For each heading, ask: <i>What is the section heading? What do all the details in the section tell about?</i></p> <p>Then coach students to consider the greater purpose of the headings. <i>How is the text split into chunks or organized? What signals that the text is organized this way?</i></p> <p>Model how to interpret the numbers in each heading. <i>The first section is numbered 5, and the second section is numbered 4. The numbers are going backward, like a countdown. So which adaptation is more important, hibernation or camouflage?</i></p> <p>Guide students as they complete the frame in their <i>ReaL Books</i>.</p>
<p><b>On Track</b> Students understand that the text is organized into sections and recognize how the headings indicate the topic and order of each section.</p>	





## FORMATIVE ASSESSMENT

**LANGUAGE GOAL:** Describe how a text is organized using academic language such as *headings* and *text features*.

**Observe** Listen for the use of academic language as students discuss the text features and their purposes.

Monitor Progress	Adapt Instruction/Strategies
<b>Nearly There</b> Students describe how the text is organized but do not use academic language.	Prompt students to use academic language. For example: <i>Please rephrase your response using the academic word heading.</i>  If needed, rephrase the response using one of the displayed frames to model use of academic language. Then have students restate their response using the same frame.
<b>Not Yet</b> Students do not participate in the discussion or may volunteer only one-word responses.	Ask students who are reluctant to participate to share a response. Model how to rephrase the response using academic language. For example: <i>Yes, the bold words next to the numbers tell about the section. I'm going to rephrase your response using academic language: "The heading tells me what the section is about." Can you say your response again, following the model for how I said it?</i>
<b>On Track</b> Students use academic language such as <i>headings</i> and <i>text features</i> when describing the organization of the text.	

WHOLE GROUP

## WRAP UP

### Develop Mindset

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



**What is one task you spent a lot of effort on today?**



**One task I spent a lot of effort on today was \_\_\_\_\_.**