

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

Instructor:

Date:

Class:

Concept Map and Content-Area Vocabulary

Workshop 2 Lesson 2

STANDARDS

CCSS: SL.6-8.1, 2; L.6-8.4..b; L.6-8.6; CA ELD: Part I.A.1

HEADS UP

What does the word *drought* make you think of? Use the powerful tool of concept mapping to immerse the whole class in thinking about the concept of *drought* by connecting their own ideas and experiences.

Materials

ReaL Book pp. 80–81

Optional: chart paper, markers

Content-Area Vocabulary

access (n): the ability to have or get something

conserve (v): to use something in a careful or thoughtful way so that it won't run out, become scarce, or disappear

contaminated (adj): made polluted by adding something harmful, tainted, or unhealthy

famine (n): a shortage of food that may cause people to starve, die, or go hungry

recycle (v): to make something new from something old or used

region (n): a large area of a country or of the world

FAMILY ENGAGEMENT

Use the Observe Board on Teacher Central to capture notes about students' contributions to class as they strive to meet the language goals of the lesson. Use this data in your family/caregiver communications. When students are contributing to the discussion, reporting information, and comparing ideas, share explicit feedback with parents. Some suggested language: *(Student's Name) participates in our academic discussions. (He/She) reports ideas confidently and compares (his/her) ideas with those of other students in class.*

OBJECTIVES

Primary Goals

- **Literacy Goal:** Use content-area vocabulary and generate relevant examples to deepen understanding of a central content-area concept.
- **Language Goal:** Collaborate to discuss content-area concepts, effectively expressing ideas, comparing ideas, and building on others' ideas.

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** [Concept Web](#)
- **Extend:** [Concept Builder](#)

[Get Resources](#)

WHOLE GROUP

DO NOW!

Show You Know

Use the [Do Now](#) routine.

Display the Do Now.

 (access) People need **access** to freshwater for _____.

(e.g., drinking; bathing; cooking; washing)

Share Responses

Have students share responses.

 Why do farmers need access to lots of water?


 Farmers need **access** to lots of water because _____.

(e.g., they need to water their crops; their animals need water)

SHARE TODAY'S GOALS

Primary Goals

 **Literacy Goal:** Use vocabulary about a topic and think deeply about concepts to come up with related examples.

 **Language Goal:** Participate in an academic discussion, sharing and comparing ideas, and building on others' ideas.

MAP CONCEPTS

Activate Knowledge

- Display the concept map.

Today we will start a concept map to collect and share ideas about drought, a concept that relates to the reading and writing we will be doing throughout this Workshop.

- Use the **Academic Discussion** routine as students collaborate to develop the concept map.
- Model making connections by sharing one or more examples to get students focused on the concept of *drought*.

Model use of the Language to Make Connections frames.

One word I chose is crisis.

I associate crisis with the word drought because an entire region not having enough water to support farming is a crisis.

Record the word *crisis* in the web.

- **Think (Write)-Pair-Share** about the word *drought*.

What do you connect with drought? Record at least one idea in your concept map. Use the Language to Make Connections frames.

Make It Relevant If students have no personal experience of living in drought conditions, they may struggle to associate words with the concept. Point out that we all use water every day, and without it, many essential daily activities would not be possible (e.g., drinking water, showering/bathing, flushing the toilet, washing hands, watering pets and plants, cooking, cleaning, laundering clothes). *Imagine what it would be like not to have enough water available to shower when you want to.*

- Develop the concept map.

Have students relate ideas. Accept any word or phrase that students offer as long as it links to the concept. Record the words and phrases in the web and have students take notes in their webs.

- Compare responses.

Use the Language to Compare frames to have students reflect on one another's contributions.

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Collaborate to discuss content-area concepts, effectively expressing ideas, comparing ideas, and building on others' ideas.</p> <p>Observe Identify relevance of students' contributions and listen as students make connections and compare responses.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Suggested word/phrase shows understanding of the key concept. Explanation of relevance may be weak or unspecific. (e.g., <i>Dry</i> came to mind because everything is all dry.)</p>	<p>Guide students to elaborate on ideas.</p> <p><i>You said the word dry comes to mind when you think about drought.</i></p> <p><i>Why do things dry up during a drought?</i></p> <p><i>What are some examples of things that dry up during a drought?</i></p>

<p>Not Yet Students give vague or irrelevant ideas or they do not state ideas.</p>	<p>Correct and redirect vague or inaccurate ideas, as in this example:</p> <p><i>You suggested lake as a word related to drought. Say more about that. In what ways are lakes involved in a drought?</i></p> <p>Help students activate prior knowledge by asking guiding questions and providing synonyms.</p> <p><i>A drought occurs when an area of the country or world does not have enough water for months or years at a time. Can you think of some things that might happen during a drought?</i></p>
<p>On Track Suggested word/phrase shows understanding of the concept. Explanation of relevance is strong and specific.</p>	

SMALL GROUP

TEACH CONTENT-AREA VOCABULARY

Introduce the Words

Use the Vocabulary routine to introduce the words.

Let students know that learning these words will help them understand, discuss, and write about ideas in the texts they'll be reading.

- Pronounce each word.

The first word is a word we heard in the Anchor Video, access. Say the word slowly and ask the class to repeat it twice.

- Clarify the part of speech.

The word access is a noun. It names a concept—not a person, place, or thing.

- Rate word knowledge.

Read aloud the words and then have students rate their knowledge.

- Provide the meaning, explain the meaning, and have students complete it in their books.

The word access means “the ability to have or get something,” such as freshwater. Provide your own verbal example for appropriate words as needed to support student understanding.

- Discuss examples.

Read aloud and model possible responses. Then have students share and record their own ideas. Provide support for frames as needed. For example: *You need a noun here. What do people need access to?*

- Deepen understanding.

Guide students to think more deeply about each word.

 **To survive, we need *access* to _____.**

(e.g., water; food; oxygen)

 **At home, you might *conserve* electricity by _____.**

(e.g., turning off the lights when you leave a room; unplugging your devices when they are fully charged)

 **A body of water might become *contaminated* because _____.**

(e.g., a factory polluted it; trash washed into it)

 **Drought can lead to *famine* because _____.**

(e.g., food crops die; farmers can't grow food; farmers don't have enough water to raise animals for food; lakes and rivers that people fish for food dry up)

 **One reason people *recycle* is _____.**

(e.g., to save money; to help the environment; to obey the law)

 **In what *region* of the country or world were you born? I was born in the _____ region.**

(Accept reasonable answers.)

Make Connections *In the Anchor Video, we saw how farms in California were drying up because of the drought. We also learned that California provides food for the whole nation. Now, we can use that information to consider how famine and drought are related.*

- Review by reading each frame and having students choose the correct target word to complete it.

 Taking shorter showers can help us **conserve** water.

 It is not safe to drink **contaminated** water.

 Everyone needs **access** to freshwater.

 If you have empty plastic bottles, you should **recycle** them.

 California is located in a dry **region**.

 A shortage of food is a **famine**.

FORMATIVE ASSESSMENT

LITERACY GOAL: Use content-area vocabulary and generate relevant examples to deepen understanding of a central content-area concept.

Observe Review students' completed examples and listen as they respond to vocabulary tasks.

Monitor Progress	Adapt Instruction/Strategies
Nearly There Vocabulary examples demonstrate the correct word meanings, but students may use words incorrectly in terms of ending, part of speech, etc. (e.g., My mom conserve water by watering our grass less often.)	<i>That's a great example! Now let's reread the sentence together to check the form of conserve you used.</i> Explain the correct form of the word. <i>The verb conserve needs to agree with the singular noun "mom." Add an -s to the end of the word. My mom conserves water by watering our grass less often.</i>
Not Yet Vocabulary examples are completed but the target words are used incorrectly.	Correct and redirect when students use a word incorrectly. For example: <i>You wrote that you were born in the region of Illinois. Illinois is a state that belongs to the same region as several neighboring states. Do you know what that region is called?</i>
On Track Vocabulary examples demonstrate the correct word meaning and use the word correctly.	

Identify Word Families

If time permits, have students use a digital or print dictionary to identify different forms of the content words as well as related words.

For example:

access: accessed, accessing, accessible

conserve: conservation, conserved, conserving

contaminated: contaminate, contamination, decontaminate

famine: famines

recycle: cycle, recyclable, recycling

region: regional, regions

WHOLE GROUP

WRAP UP

Make Connections

Guide students to complete the Wrap Up with a partner.

 **What is one question you still have after our lesson today?**

 **One question I still have is _____.**