

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

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Instructor:

Date:

Class:

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## Explore Literature and Concept Organizer

Workshop 3 Lesson 19

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### STANDARDS

CCSS.ELA–LITERACY: 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

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### HEADS UP

To tell great stories, writers use their imaginations, as well as draw on experiences from their own lives. Introduce students to Part 2 of the Workshop, which focuses on informational texts that explore different ways that writers tell stories visually. Then explore the concept of *influence* by having students connect their own ideas about and experiences with *influence* to the Workshop focus.

### MATERIALS

*ReaL Book* pp. 152–153

[Academic Interaction Card](#)

### Concept Word

**influence (noun):** power to affect what a person says or does

## FAMILY ENGAGEMENT

Have students ask family members and/or caregivers (or post on the class website, email list, social media feed, or messaging app): How do you define *influence*? While following school and district rules for online sharing, encourage family members and/or caregivers to share their insights with you and the class through the class website, email list, social media feed, messaging app, or a note. Share community responses via a wall chart or display about *influence*, including a range of answers that connect with the common phrases and ideals your community holds around the concept of *influence*.

## RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Concept Web
- **Extend:** Concept Builder
- **Language:** Using a Dictionary

[Get Resources](#)

## OBJECTIVES

### Primary Goals

**Literacy Goal:** Use topic vocabulary and generate examples to deepen understanding of a central concept.


**Language Goal:** Collaborate to discuss the concept of *influence*, effectively expressing ideas and comparing and contrasting ideas with others.

## DO NOW!

### Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

 **(reassure)** If my friend is sad, I try to reassure her that \_\_\_\_\_. (e.g., everything will be all right; things are not that bad; tomorrow will be a better day)

2) Prompt partners to share their responses and restate their partners' ideas using response 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 the second half of Workshop 3, which focuses on visual storytelling, like animation and cartooning. We'll also explore the concept of influence.*

 **Literacy Goal:** Think deeply about a concept to come up with related words and examples.

 **Language Goal:** Discuss and compare and contrast ideas about the concept of *influence*.

## BUILD KNOWLEDGE

### Introduce and Engage

Preview the Part 2 overview.

- Remind students about the theme of Workshop 3 and about the texts they read in the first half of the Workshop. *Think back to the texts we read in the first half of the Workshop. They were stories about events and experiences in authors' lives. Then we wrote narrative paragraphs about humorous events in our lives.*
- Echo-read the introductory text next to the Workshop title and ask a question to check for understanding. *What can you learn about storytelling by reading stories by different authors?* (e.g., There is more than one way to tell story.)
- Read aloud the Focus Question. *Throughout this part of the Workshop, we will explore how storytellers are shaped by their experiences.*

**Make It Relevant** Get students invested in the second part of this Workshop and preview the next text by exploring what students know about visual forms of storytelling. *Novels and short stories focus on the written word. What is a graphic novel? Do you have any favorites?* After students share, prompt them to consider other ways to relate a story through pictures, such as animated movies and cartoons. *What are other forms of storytelling that rely on pictures?*

Preview the literary texts and project.


- Ask students to survey the text titles and share thoughts and observations about the images associated with each text.
- Read aloud and briefly describe the project. *This Workshop's project is to create a cartoon. You will learn about cartoons and then use your own words and pictures to tell a story of your own.*

## SMALL GROUP

### BUILD CONCEPT KNOWLEDGE

#### Organize Concepts

Activate knowledge with the concept organizer.

- Pronounce the word *influence*, have students repeat it twice, and give the part of speech. Then model how to break the word into syllables. *Influence is a noun, an idea. Say it with me and tap the syllables: in-flu-ence.*
  - Echo-read the sample sentence. Model how to analyze context and discuss meaning clues. *This sentence has clues to help us figure out the meaning of influence. The words "person you become" tell me that influence is something that has the power to shape someone.*
  - Explain the word meaning and have students complete the frame.
  - Read aloud the essential characteristics of the concept and have students complete the frames. *Influence can be something that is positive or negative and makes someone or something act or change.*
  - Discuss examples and non-examples, linking to characteristics. Read the first example aloud. *In this example, you can help a friend become a better player by coaching her. You can have an effect on her ability to play.* Review the second example and relate it back to the characteristics.
  - Have students generate an example and non-example that links to the characteristics and then use **Think (Write)-Pair-Share** to have students discuss it. Have students think of an example and record it. Direct partners to share their examples. Then, use varied strategies to call on partners to share their examples with the class.
-  **An example I wrote was \_\_\_\_\_.** **This is an example of *influence* because \_\_\_\_\_.**  
(e.g., following in the steps of a role model/a role model affects the way you want to be or act)

 **A non-example I wrote was \_\_\_\_\_.** This is a non-example of *influence* because \_\_\_\_\_ (e.g., not voting in the school election; by not voting, you can't affect what happens at school.)

**Ramp Up the Routines** Assign an attentive listening task as students **Think (Write)-Pair-Share**. *Listen carefully to your partner's example or non-example. You might say, "So, you think this is (an example/a non-example) because \_\_\_\_." And when you switch roles, confirm that your partner fully understands your idea by replying, "Yes, that's correct." or, if they didn't get it yet, "No, not exactly. What I said was \_\_\_\_."*

- Introduce the word family. *Influence is part of a word family. The verb influence means "to affect the way someone thinks or acts." Each form of the word in the word family has to do with having influence, or affecting someone or something in some way.*
- Pronounce each word in the word family and have students repeat it.
- Point out suffixes and word endings in the word family words and have students underline them. *The word influential has the suffix -al after the noun influence. The suffix -al means "having," so influential means "having the power to affect what a person says or does." Notice when the suffix -al is added to the end of the word influence, the final e is changed to the letter i.*
- Echo-read the common phrases. Refer to the phrase "positive influence" in My Sentence as an example of a common phrase in context.

### Academic Discussion

Use the **Academic Discussion** routine to have students complete My Sentence.

- 1) Read aloud the frame, model a response, and prompt students to brainstorm another idea to complete the frame. *Notice that I put a phrase beginning with a base verb ending in -ing: "taking care of our dog." Now think of another phrase beginning with a verb ending in -ing, something your sister might be better at after you have a positive influence on her.*
- 2) Prompt students to write an idea in the frame.
- 3) Ask partners to exchange ideas using frames.
- 4) Use varied strategies to choose students to report and compare their ideas.

 **I'll share the sentence I wrote: \_\_\_\_\_.**


 **Both (Name) and I thought of the same idea.**

 **(Name) and I thought of different ideas.**

### FORMATIVE ASSESSMENT

**LITERACY GOAL:** Use topic vocabulary and generate examples to deepen understanding of a central concept.


**Observe** Review students' My Sentence and listen as they report ideas.


Monitor Progress	Adapt Instruction/Strategies
<b>Nearly There</b> Students complete the My Sentence frame but the example may be vague or not clearly show that students understand the concept.	Support students in generating a specific response to the My Sentence frame that shows understanding. <i>Great start, but your sentence should state a specific example of how your positive influence helped your sister do something better. What tasks or activities might better show your good influence?</i> Use the frame to guide students' responses.  <b>Thanks to my positive influence, my sister is better at _____.</b>
<b>Not Yet</b> The My Sentence response is incomplete or incorrect because students do not understand the concept of <i>influence</i> .	Correct or redirect when students' responses show a misunderstanding: <i>You wrote thanks to your positive influence, your sister is better at sneaking treats before supper. When you have a positive influence on someone, you are causing him or her to change for the better. What activities better show you having a good influence?</i>
<b>On Track</b> Example sentence frames demonstrate the correct word meaning and use the word correctly.	

### FORMATIVE ASSESSMENT

**LANGUAGE GOAL:** Collaborate to discuss the concept of *influence*, effectively expressing ideas and comparing and contrasting ideas with others.

**Observe** Listen as students make connections and compare responses during discussions about *influence*.

Monitor Progress	Adapt Instruction/Strategies
<b>Nearly There</b> Students' oral reports of classmates' ideas restate but may not compare and contrast ideas.	Remind students to compare their responses to their classmates'. <i>You restated (Name)'s ideas about influence well. In what ways are they (similar to/different from) your ideas?</i>  <b>Our ideas are (similar/different) because _____.</b>

<p><b>Not Yet</b> Students' reports of classmates' perspectives reflect a misunderstanding or lack of attention.</p>	<p>Support students with paraphrasing:</p> <p><i>Let's ask (Name) to restate (his/her) idea. This time, listen carefully for the idea that (Name) has and why (he/she) thought of that idea. Be ready to restate (Name)'s ideas in your own words.</i></p> <p> (Name) thought of the idea _____ because _____.</p> <p>Then help students compare and contrast their ideas using the frame above.</p>
<p><b>On Track</b> Students' oral reports restate and compare and contrast classmates' ideas.</p>	


## WHOLE GROUP

### WRAP UP

#### Monitor Progress Toward Goals

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

 **What is your goal for reading independently? How are you progressing toward that goal?**

 **My goal is to complete \_\_\_\_\_ texts by \_\_\_\_\_. I have completed \_\_\_\_\_ texts, and I am (behind/ahead of) my goal.**