

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

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Instructor:

Date:

Class:

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## Myths: Myths of the Grand Canyon (Day 2)

Workshop 4 Lesson 21

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### STANDARDS

CCSS.ELA–LITERACY: RL.1.1, RL.1.10, RL.1.2, RL.2.1, RL.2.10, RL.2.2, RL.3.1, RL.3.10, RL.3.2, RL.4.1, RL.4.10, RL.4.2, RL.5.1, RL.5.10, RL.5.2, 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.2.6, L.3.6, L.4.6, L.5.6

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### HEADS UP

Word Count: 471

Lexile Measure: 830L

Guided Reading Level: R

Qualitative Measure: Moderate 1

A second myth, “The Paiute Myth: The Globe of Fire,” explains how the god Tavwoats created the Grand Canyon. Students will analyze the text and make inferences about why creation myths were told.

### Materials

*ReaL Book* pp. 216–217

[Academic Interaction Card](#)

### Academic Vocabulary

**attempt (verb):** to try to do something

**present (adjective):** existing or happening now

### Additional Vocabulary

**seek (verb):** to try to do something

## MEETING INDIVIDUAL NEEDS

- **Beginning Readers:** Open Syllables
- **English Learners:** Modal Verbs

## RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Make Inferences
- **Extend:** Draw Conclusions
- **Language:** Academic Discussion

[Get Resources](#)

## OBJECTIVES

### Primary Goals

**Literacy Goal:** Analyze what is clearly stated in the text and infer what is not clearly stated.

**Language Goal:** Speak in complete sentences to provide details and clarification.

### Additional Goals

**Literacy Goal:** Determine key ideas in a myth using academic vocabulary.

**Language Goal:** Use high-utility academic vocabulary in verbal and written responses.

## WHOLE GROUP

## DO NOW!

### Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(adventure) One adventure I would like to go on is \_\_\_\_\_.** (e.g., hiking in the Grand Canyon; camping in the mountains; a trip around the world)

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 read another myth about how the Grand Canyon was created, and we'll think about why cultures tell myths.*



 **Literacy Goal: Analyze what a text says, and make inferences.**

 **Language Goal: Give details and explanations using complete sentences.**

## BUILD VOCABULARY AND KNOWLEDGE

### Teach Academic Vocabulary: *attempt*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Attempt is a verb, an action word.*
- 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. *This summer, I will attempt to learn how to cook.*
  - Display and read aloud the meaning of *attempt*.
  - Guide students in completing the blanks in their *ReaL Books*.
  - Make connections with your prior example. *If you don't know how to cook, you can attempt, or try, to learn how to cook over the summer when you have free time.*
- 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 base verb phrase. One new activity I would like to attempt is to swim in the ocean, so I'll write that in the blank.*
  - Give students time to think of a response. *Think of an activity you have always wanted to attempt.*
  - 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 will you *attempt* to improve your reading skills?**
  -  **(*attempt*) I will *attempt* to improve my reading skills by \_\_\_\_\_.** (e.g., reading every day; reading aloud; asking an adult how to pronounce difficult words)

### Teach Academic Vocabulary: *present*

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

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

- 2) Clarify the part of speech. *Present is an adjective, a word that describes a noun.*
- 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. *At the present time, we are learning vocabulary.*
  - Display and read aloud the meaning of *present*.
  - Guide students in completing the blanks in their *ReaL Books*.
  - Make connections with your prior example. *Right now, or at the present time, we are studying new vocabulary words.*
  - Explain that *present* is a multiple-meaning word. *Present is a multiple-meaning word. As a noun, it means “a gift.” As a verb, it means “to talk about or give information about a topic to a group.” For example, you could say that you will present your research paper to the class next Monday.*

**Anticipate Challenges** Students may not realize that the noun and adjective form of the word *present* are pronounced differently than the verb form. Explain to students that as a verb, it is pronounced with the emphasis on the second syllable.

- 5) Discuss the example.
  - Read aloud the example question and model one or two responses while pointing out the grammar target. *I need a noun or noun phrase to tell what my favorite activity is in the present class. I really like independent reading, so I'll write that.*
  - Give students time to think of a response. *What is an activity you enjoy in your present class?*
  - 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 your favorite subject in the *present* school year?**


 **(present) My favorite subject in the *present* school year is \_\_\_\_\_.**  
(e.g., science; art; physical education)

### Teach Additional Vocabulary

Teach the additional academic vocabulary word as time permits: *seek*.

 ***seek* (verb)**

 **Meaning: to try to do something**

 **Example: The Olympic swimmer will *seek* to break the world record this year.**

## Establish Context

Remind students about prior reading. *The myth from the Hualapai tribe explained that the Grand Canyon was formed when Packithaawi saved his tribe from a flood by pounding his knife into the earth, causing a giant crack to form. Today we'll read another myth about the creation of the Grand Canyon, this one from the Paiute tribe, with a different explanation.*

- Use **Think (Write)-Pair-Share** to have students share ideas about what they think this myth will be about, based on the title.

 **Based on the title, what do you think this myth will be about?**

 **Based on the title, I think this myth will be about \_\_\_\_\_.** (e.g., how fire was used to form the Grand Canyon)

## 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 be prepared to respond after reading. *Listen for the way that Tavwoats helped the chief with his sadness. If you hear a detail as I'm reading, circle it.*
- Read aloud the text using **Modeled Fluent Reading**.
- During reading, clarify the meanings of the words *mourned* and *cease*.
- After reading, use **Think (Write)-Pair-Share** to have students write and share their responses to the Key Idea question.

 **Tavwoats helped the chief of the Utes by \_\_\_\_\_.** (e.g., using a magic ball to create a path to the Spirit Land where he saw that his dead wife was happy)

## 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 more details of how Tavwoats helped the chief. *We are looking for details that tell how Tavwoats helped the chief of the Utes with his sadness. Listen carefully for these details as you reread the text with your partner.*

- Have students reread the text aloud with a partner.
- Support students in revising or adding to their Key Idea responses.
- Have students share revised or new responses with the group.

 **I revised my response to be \_\_\_\_\_.**

 **I added \_\_\_\_\_ to my response.**

**Review Foundational Skills: Words With –ed Endings** Point out examples of words ending in –ed as you reread the text. Have students say each word and name the sound that the –ed ending makes. (Paragraph 7: *comforted*; Paragraph 8: *offered*; Paragraph 9: *parted*; Paragraph 10: *feared*)


FORMATIVE ASSESSMENT	
<b>LANGUAGE GOAL:</b> Speak in complete sentences to provide details and clarification. <b>Observe</b> Listen for the use of complete sentences that provide text details as students discuss their Key Idea responses.	
Monitor Progress	Adapt Instruction/Strategies
<b>Nearly There</b> Students respond to the task but do not give details or clarification.	Guide students to include details in their responses.  <i>Say more about how Tavwoats helped the chief with his sadness. What did Tavwoats do to allow the chief to see his wife? Write your response in a complete sentence.</i>
<b>Not Yet</b> Students do not explain how Tavwoats helped the chief with his sadness.	Read aloud paragraphs 7–9.  Help students form responses using the frame by asking guiding questions: <i>Why was the chief sad?</i> (His wife died.) <i>What did Tavwoats offer to do?</i> (He took the chief to the Spirit Land to show him that his wife was happy.)   <b>Tavwoats helped the chief of the Utes by _____.</b>  (e.g., using a magic ball to create a path to the Spirit Land and showing him that his dead wife was happy)
<b>On Track</b> Students express text details using complete sentences.	

### Stretch

Read the Stretch task aloud and review making an inference. Remind students that when they make an inference, they combine information from a text with their own knowledge to identify something that is not directly stated in the text. *Writers don't always explain every single idea in a text. But they do provide enough information for readers to figure things out on their own. This task asks me to infer why Native Americans told myths about the creation of the Grand Canyon. To do this, I'll revisit the text to find details about how the Paiute explained the creation of the Grand Canyon. Then I'll think about what I know about myths and why the Native Americans would have wanted to tell myths about the Grand Canyon.*

- Have students read paragraph 9 aloud with a partner to find details about how the Paiute explained the creation of the Grand Canyon. *The first sentence says that Tavwoats rolled a magic ball before him. In the next sentence, we learn what the magic ball did to the earth. I will underline "parted the earth and the mountains." Find more details that describe how the magic ball formed the Grand Canyon.*
- Model making an inference to answer the question. *The Grand Canyon is a major land feature where these Native American groups live, so they must have wondered about it in the past. From Workshop 2, I remember that origin tales are told when cultures don't have scientific knowledge yet. I can use this knowledge to help me make my inference.*

- Have pairs work together to complete the task.
- Use the [Academic Discussion](#) routine to structure student interaction as they discuss their responses with the group.

 **Native Americans told myths about the creation of the Grand Canyon because \_\_\_\_\_.** (e.g., they wanted to explain the formation of the Grand Canyon but did not yet know the scientific explanation)

**Use Technology** Prepare students to answer the Stretch question by reviewing how to make inferences. Display *ReaL Book* page 82 in Workshop 2 during the small-group lesson. Review the definition of an inference with students. Remind students that to answer this Stretch question, they will need to think about what the text says and what they already know.

FORMATIVE ASSESSMENT	
<b>LITERACY GOAL:</b> Analyze what is clearly stated in the text and infer what is not clearly stated.  <b>Observe</b> Review students' responses to the Make Inferences task and listen to students' discussions with their partners/group.	
Monitor Progress	Adapt Instruction/Strategies
<b>Nearly There</b> Students identify that myths explain things in nature, but do not explain why myths were used.	Draw out students' thinking through questioning: <i>You're right that the myths explain how the Grand Canyon came to exist. But we know that myths are not true. Why did Native Americans explain the existence of the Grand Canyon using myths and not facts?</i>
<b>Not Yet</b> Students have difficulty making an inference.	Think aloud to model making an inference.  <i>These myths are hundreds of years old. They explain how the Grand Canyon came to exist. I know that science was not advanced at that time. So, I can infer that the myths were used to explain how the Grand Canyon came to exist before Native Americans knew the scientific explanation.</i>  Guide students to restate the inference in their own words.
<b>On Track</b> Students identify relevant details and use them to support their inferences.	

### The Takeaway

Reflect on the relevance of "Myths of the Grand Canyon" by leading students in a collaborative discussion. *After reading these myths, I realized that different cultures could have different myths to explain the same natural wonder. Which myth did you think explained the formation of the Grand Canyon better, and why?*

 **I think \_\_\_\_\_ explained the formation of the Grand Canyon better because \_\_\_\_\_.** (e.g., the Hualapai myth/it is more realistic than the Paiute myth)

## 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 \_\_\_\_\_.**