

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

Instructor:

Date:

Class:

Myths: Myths of the Grand Canyon (Day 1)

Workshop 4 Lesson 20

STANDARDS

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

HEADS UP

Word Count: 471

Lexile Measure: 830L

Guided Reading Level: R

Qualitative Measure: Moderate

Can one hero save his people from a great flood? Students will read the Hualapai myth that describes the origin of the Grand Canyon and then examine text details to analyze one of the myth's themes.

Background knowledge—Most of the Hualapai (Wah-lah-pie) tribe live in northwestern Arizona. Their name means “People of the Tall Pines.” The Hualapai reservation stretches for 108 miles along the Grand Canyon and Colorado River. There are approximately 1,400 tribe members currently living on the reservation.

Engage—If students have visited the Grand Canyon, invite them to share their experiences visiting this natural wonder with the class.

Socio-emotional—In the first myth, people lose their homes in a great flood. Students may have experienced loss of home and possessions during a flood or other disaster. The second myth discusses the death of someone very close to the chief. Be sensitive to students who have experienced these kinds of losses as you discuss the texts.

Materials

ReaL Book pp. 214–215

[Academic Interaction Card](#)

Academic Vocabulary

pound (verb): to hit something very hard many times

force (verb): to make something move in a certain way using strength

MEETING INDIVIDUAL NEEDS

- **Beginning Readers:** Compound Words, Multisyllable Words
- **English Learners:** Comparatives and Superlatives, Phrasal Verbs, Irregular Past-Tense Verbs
- **Standard Classroom English:** Sound Elimination: /l/, Sound Substitution: /f/ for /th/, Verb Formation, Plural Noun Formation

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Analyze Character
- **Extend:** Analyze Theme

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Determine the theme using details from the text.

Language Goal: Describe the theme using details from the text.

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.

DO NOW!

Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(praise) My family praises me when I _____.** (e.g., clean my room; get good grades; do something nice for my little sister)

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 a Native American myth that explains how the Grand Canyon was formed. We'll use details from the text to identify and describe the theme, or message, in the story.*

 **Literacy Goal: Figure out the theme using details from the text.**

 **Language Goal: Describe the theme using details from the text.**

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *pound*

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

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

2) Clarify the part of speech. *Pound 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. *Dad will pound the nail into the wall with his hammer.*
- Display and read aloud the meaning of *pound*.
- Guide students in completing the blanks in their *ReaL Books*.
- Make connections with your prior example. *When you hit something hard over and over, like a nail with a hammer, you pound the nail until it is pushed all the way into the wall.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *I need a present-tense verb phrase to complete the sentence. When rain is pounding on the windows, I check that the windows are closed, so I'll write that as my answer.*
- Give students time to think of a response. *Think of a different action you would do if rain pounded on the windows.*
- 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 could you use to *pound* a banana into mush?**

 **(pound) I could use (a/an) _____ to *pound* a banana into mush.** (e.g., a wooden spoon; a masher; a fork)

Teach Academic Vocabulary: *force*

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

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Force 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. *My sneaker was so tight, I had to force my foot into it.*
 - Display and read aloud the meaning of *force*.
 - Guide students in completing the blanks in their *Real Books*.
 - Make connections with your prior example. *When my sneaker is very tight, I have to use my strength to move my foot a certain way, or force, my foot to get it into my sneaker.*

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 a noun phrase to complete my sentence. When I think of something I might need to force open, I think of a jammed, or stuck, door, so I will write that phrase.*
- Give students time to think of a response. *What else might you have to force open?*
- 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 could you force open a jar that is stuck?**

 **(force) I could force open a jar that is stuck by _____.** (e.g., tapping the jar upside down on the counter; gripping the lid tightly and twisting)

Activate Knowledge

Connect “Myths of the Grand Canyon” to “Pecos Bill.” *In the tall tale “Pecos Bill,” we read about how Pecos Bill, a made-up hero of the American West, tamed his stallion. Today we will read a Native American myth about another hero of the West who saved his people from a great flood.*

- Use **Think (Write)-Pair-Share** to have students discuss why people who lived in the West may have told tall tales and myths about heroes.

 **Why do you think the people of the West told stories about heroes?**

 **People of the West might have told stories about heroes because _____.** (e.g., the West was a wild and hard place, so people wanted to think about heroes who could solve their problems; life was boring in the West, and people needed stories about heroes to entertain them)

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 respond after reading. *Listen for what Packithaawi did that was heroic.*
- Read aloud the text using **Modeled Fluent Reading**. *Follow along as I read the text aloud.*
- During reading, clarify the meanings of the word **club**. *Club has other meanings, too. As a noun, it can mean “a group of people who meet together to do something they are interested in.” In this myth, club is used as a verb to describe the action of hitting someone or something hard with a heavy object.*
- After reading, use **Think (Write)-Pair-Share** to have students write and share responses to the Key Idea question.

Make Connections Point out how Packithaawi is similar to Pecos Bill. *Pecos Bill and Packithaawi are both heroes of the American West. Pecos Bill is very strong—Lightning cannot buck him, even though he tries to across three states. Packithaawi is also very strong—his pounding creates a crack in the Earth! How else are they similar?*

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 reason Packithaawi was a hero to his people. *We are looking for the heroic acts that Packithaawi did in the face of great danger. Put your thumb up when you hear a heroic act mentioned.*

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

 **Packithaawi was known as a hero to his people because _____.** (e.g., he saved them from the great flood; he pounded a crack in the earth for the water to flow out of; he risked his life to save his people)

Review Foundational Skills: Words With –ed Endings Point out examples of verbs ending in –ed as you reread the text. Have students say each word and name the sound that the –ed ending makes. (Paragraph 1: *covered, climbed, cried*; Paragraph 2: *named, raised*; Paragraph 3: *drowned*; Paragraph 4: *grabbed, pounded, caused*; Paragraph 5: *rushed, dried*)

Analyze Theme

Read the task aloud and review analyzing theme. *When we analyze theme, we use details in the text to figure out the message that the author wants us to know. When we analyze theme in a myth, we should also think about the culture that created the myth. What did the people in that culture believe?*

- Have students reread paragraphs 3–5 with a partner.
- Think aloud to model analyzing the theme. *Packithaawi saved his people by pounding a giant crack into the earth, making the water rush to the sea. What is the author telling us about Packithaawi’s character and how he solves problems?*
- Have partners orally share their responses to the question.
- Guide students to write their analyses of the theme in their *Real Books*.
- Use the [Academic Discussion](#) routine to structure student interaction as they discuss responses with the group.

 **Packithaawi’s actions tell me that _____.** (e.g., he was clever to come up with a way to save his people; he was strong and used his strength to solve the problem; he was brave to risk his life to save his people)

 **The theme of this myth is _____.** (e.g., that being strong, clever, and brave can help solve a problem)

FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Determine the theme using details from the text.</p> <p>Observe Review students' responses to the Analyze Theme task, and then listen to student discussions with partners to check that they use details in the story to support their ideas.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students identify the theme, but do not use text details to support their analysis.</p>	<p>Guide students to support their analysis of theme with text details. <i>You said the theme is that being clever, strong, and brave can help you solve a problem. Let's reread paragraphs 3–5. What details about Packithaawi support your response?</i></p>
<p>Not Yet Students' responses show that they do not understand the concept of <i>theme</i>.</p>	<p>Review the definition of theme on <i>ReaL Book</i> page 212. <i>What do you think about what Packithaawi did to save his people? What is the author telling us about solving problems?</i></p>
<p>On Track Students determine the theme and use text details to support their analysis.</p>	

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Describe the theme using details from the text.</p> <p>Observe Listen for students to describe the theme in complete sentences, and support it with text details.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students describe the theme, but do not provide text details to support their response.</p>	<p>Help students use text details to support their response. <i>Use text details to support the theme that Packithaawi was strong and clever. What details tell you that Packithaawi had to be strong to save his people? What details tell you that he was clever?</i></p>
<p>Not Yet Students do not describe the theme or provide relevant text details to support their response.</p>	<p>Provide students with the theme. Then guide students to look back at paragraph 5 to find details that support the theme. Have students use a frame to support their thinking:</p> <p> This detail supports the theme because _____.</p>
<p>On Track Students describe the theme using text details that support it.</p>	

WRAP UP

Monitor Progress Toward Goals

Guide students to answer the Wrap Up questions with a partner.

-  **What is your goal for reading independently? How are you progressing in that goal?**
-  **My goal is to complete _____ texts by _____. I have completed _____ texts and I am (behind/ahead of) my goal.**