

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

Instructor:

Date:

Class:

Interim Checkpoint

Workshop 2 Lesson 12

STANDARDS

HEADS UP

This interim checkpoint is an opportunity to reteach key language and comprehension strategies from Part 1 of the Workshop. Begin in Whole Group by reviewing key vocabulary words. Then use time in Small Group to reteach and build mastery. Monitor students and extend the lesson for another day if they need additional support.

Materials

[Checkpoint Vocabulary Resources: 2A](#)

Resources for Differentiated Instruction

PREPARE FOR THE CHECKPOINT

- To prepare for whole-group instruction, preview and print the whole-group vocabulary resources.
- To prepare for small-group instruction, follow the steps below for using data to group students and choose RDI lessons.

Use Data to Group Students and Choose RDI Lessons

1. **View student data.** Sort students based on strategy performance or Lexile measure.
2. **Determine focus areas for small-group instruction based on student needs.** See the Groupinator for recommended strategies.
3. **Create and adjust groups.** Use the Groupinator to sort students into groups based on needs. If you would like to adjust groups, drag and drop students' names from one group to another. You may wish to consider performance, behavior, and other factors as you adjust your groups.
4. **Preview and assign Resources for Differentiated Instruction.** Identify lessons that meet your groups' needs. Click on the lesson previews to quickly access the recommended lessons.
5. **Prepare materials.** Plan relevant student resources for each of your small groups.

RESOURCES FOR DIFFERENTIATED INSTRUCTION

Identify Text Structure: Cause and Effect

- **Support:** [Identify Cause and Effect](#)
- **Extend:** [Text Structure: Cause and Effect](#)

Make Inferences

- **Support:** [Make Inferences](#)
- **Extend:** [Draw Conclusions](#)

Prefixes *in-* and *un-*; Multiple-Meaning Words

- **Support:** [Prefixes](#)
- **Extend:** [Greek Roots](#)
- **Extend:** [Latin Roots](#)

[Get Resources](#)

WHOLE GROUP

DO NOW!

Show You Know

Use the [Do Now](#) routine.

Display the Do Now.

 **(region)** I live in a **region** of the country that has _____.

(e.g., a dry climate; many lakes; tall mountains; several major cities)

Share Responses

Have students share their responses.

 **What is our region of the country known for?**

 **Our region is known for _____ and _____.**

(e.g., a dry climate; many lakes; tall mountains; several major cities)

FOCUS ON ACADEMIC VOCABULARY

Guide Vocabulary Practice

Review academic vocabulary.

destroy (page 82)

factor (page 84)

particular (page 86)

severe (page 92)

widespread (page 94)

Set the purpose for vocabulary practice.

Remind students that they encountered many new academic words in the first part of Workshop 2. Explain that they can practice the new words by using these words instead of synonyms, or words with similar meanings. *For example, instead of saying the storm was really bad, you could say it was severe.*

Distribute Example or Not from [Checkpoint Vocabulary Resource 2A](#).

- Explain to students that each item asks them to choose the example that better reflects the meaning of the Target Word, and then to explain their thinking.
- Model your thinking.

I know that destroy means “to ruin or wreck something.” Example B reflects the meaning of the word because the hurricane destroyed, or ruined, fences and buildings. Example A tells about grass being healed and renewed, not wrecked.

- Have students complete the practice item.
- Guide application by having students discuss Item 2 in pairs.
- Have students complete the remaining items independently.

SMALL GROUP

TEACH DIFFERENTIATED LESSONS

Use Resources

Use resources to meet student needs.

See “Prepare for the Checkpoint” for details.

WHOLE GROUP

WRAP UP

Reflect

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

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

 One question I still have is _____.