

Massachusetts

2017 Massachusetts Curriculum Framework for English Language Arts and Literacy

LESSON

Why Willie Shows the Menorahs

A Light in the Darkness

TEACHES

RL.4.1

Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.

WHY THIS EARNS THE STANDARD

Students infer an unstated plan from repeated actions and support that inference with specific textual evidence.

The canonical lesson that follows is unchanged. This cover is an additive curriculum-placement layer.

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TUMBLETA | GRADE 4 ELA | STANDALONE SKILL LESSON

Why Willie Shows the Menorahs

A Light in the Darkness

20 minutes

OBJECTIVE

Infer an unstated plan by combining what Willie says about himself with what he repeatedly does.

STUDENT PRODUCT

An inference with three supporting details arranged as clue -> clue -> plan.

ESSENTIAL QUESTION

Why does Willie show the menorahs instead of simply telling people his plan?

TEXT FOCUS

Willie's preference for demonstration and the growing visual response in the neighborhood.

LESSON SEQUENCE

1. State what is explicit | 3 min Record one thing Willie directly says about himself or the situation.

2. Add what he does | 5 min Record two actions that show how he puts the idea into practice.
3. Infer the plan | 5 min Write the plan that best explains all three details.
4. Test it | 5 min Ask whether every clue supports the inference; revise if one does not.
5. Exit | 2 min State the difference between what the book says and what you inferred.

TEACHER KEY / EXPECTED THINKING

Willie's plan is to make courage visible and repeatable so that neighbors can join by doing the same thing, not merely agreeing with an explanation.

LOOK FOR

- Separates explicit detail from inference.
- Uses at least three clues.
- States one plan that accounts for all clues.

TumbleTA | Grade 4 ELA | Canonical standalone skill lesson