

■ FOCUSING QUESTION: LESSONS 1-6

How does someone show a great heart,
figuratively?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

Lesson 1

TEXTS

- None

Lesson 1: At a Glance

AGENDA

Welcome (5 min.)

Define heart

Launch (5 min.)

Learn (55 min.)

Explore Literal and Figurative Meanings for heart (10 min.)

Annotate and Analyze Two Heart Quotations (15 min.)

Organize Text Evidence (30 min.)

Land (5 min.)

Answer the Content Framing Question

Wrap (5 min.)

Assign Homework

Vocabulary Deep Dive: Etymology of heart (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.4.2, RI.4.4

Writing

- W.4.8

Speaking and Listening

- SL.4.1

Language

- L.4.4a
- ↕ L.4.4b

MATERIALS

- Index cards
- Display copy of Evidence Organizer (see lesson for model)
- Handout 1A: Quotations by Barnard and Confucius
- Plain paper
- Yellow and blue highlighters

Learning Goals

Differentiate between literal and figurative uses of *heart*. (RI.4.2, RI.4.4, L.4.4.a)

✔ Complete an Exit Ticket demonstrating understanding of the literal and figurative uses of *heart*.

Identify text evidence to support a focus and organize ideas, citing the source and attributing direct quotation. (W.4.8)

✔ Complete an Evidence Organizer for a quotation about the *heart*.

↕ Trace the roots of words related to *heart*, making connections among various cognates. (L.4.4.b)

✔ Make connections among the Latin and Greek word parts *cor* and *cardi* and the literal and figurative uses of the word *heart*.

✔ Checks for Understanding

Student Assessment Guidance

[ELA Specification 14a](#)

Wit & Wisdom feature:

These learning goals embed language expectations and provide clarity on how teachers should formatively assess students' content knowledge and the language to express the content. (See *Learn* section on page 5)

Prepare

ESSENTIAL QUESTION

What does it mean to have a great heart, literally and figuratively?

FOCUSING QUESTION: Lessons 1–6

How does someone show a great heart, figuratively?

CONTENT FRAMING QUESTION: Lesson 1

Wonder: What do I notice and wonder about the word heart?

CRAFT QUESTION: Lesson 1

Examine: Why is evidence important in informative writing?

Students explore the word *heart*, considering its literal and figurative meanings. Students begin the process of reading, annotating, and analyzing texts by working with two short quotations that use the word *heart* literally or figuratively. Delineating the two ways that *heart* can be used prepares students for the module's work. Over the course of this module, students develop a deep understanding of the heart, both how the literal human heart functions in the body, as well as how the figurative heart represents the center of the human spirit and emotions. In this lesson, students practice annotation and evidence gathering to develop skill in close reading and tracking textual evidence for writing. This knowledge of *heart* and these fundamental reading and evidence collection skills support the writing throughout the module and build toward students' performance on the EOM Task.

Welcome 5 MIN.

DEFINE HEART

Distribute an index card to each student.

Display these directions:

What comes to mind when you think of the word *heart*? Choose one of the following ways to express your ideas about the word *heart*.

- 1 Draw a picture of a heart.
- 2 Write a sentence that uses the word *heart*.
- 3 Define the word *heart*.
- 4 Do a word association and list as many words as you can that connect to the word *heart*.
- 5 Make a short rhyme or a poem that uses the word *heart*.

Students work independently.

Launch 5 MIN.

Post the Essential Question, Focusing Question, and Content Framing Question.

Explain that these questions set the purpose for learning and illuminate what students will study over the whole module (Essential Question), in an arc of lessons (Focusing Question), and in this lesson (Content Framing Question).

As a group, Choral Read the Content Framing Question. Explain that this lesson will answer this question and help to answer the Focusing Question.

Ask students to Think-Pair-Share their Welcome activity ideas.

Ask: “What do you notice about your different ideas about *heart*?”

- *Some people drew a heart shape, but other people tried to draw an actual heart.*
- *My partner and I thought about how the heart shows your feelings.*
- *There was more than one true meaning for the word heart.*
- *Some people were talking about the heart that beats inside your body and pumps blood.*
- *Quite a few people mentioned love.*

TEACHER NOTE

If the entire class focused only on either the figurative or the literal meaning of *heart*, it is okay. Students will expand their understanding through the rest of the lesson.

Eliciting Background Knowledge

[ELA Specification 3b](#)

Wit & Wisdom feature:

This activity elicits students’ background knowledge and activates students’ curiosity about the topic.

Learn 55 MIN.

EXPLORE LITERAL AND FIGURATIVE MEANINGS FOR *HEART* 10 MIN.

Whole Group

Display the following phrases, and ask students how they are alike:

- It's raining cats and dogs.
- Has the cat got your tongue?
- That coat costs an arm and a leg.
- She said she would say what she meant and not beat around the bush.
- She is the bread winner in the family.
- He was as cool as a cucumber when he gave his speech.
- My legs turned to jelly.

Allow time for students to recognize that all of these phrases have a meaning beyond their literal meaning.

Explain that words or phrases sometimes have different meanings and uses. For example, the phrase *it's raining cats and dogs* does not mean animals are falling from the sky; this phrase means "it is raining hard." This phrase is an example of *figurative language*.

Tell students that when we talk about words or phrases, we often talk about their meanings as being either *literal* or *figurative*.

Ask students to take out their Vocabulary Journals. Provide the following definitions for students to add to their Vocabulary Journals.

| Word | Meaning | Synonyms |
|-------------------|--|-----------------|
| literal (adj.) | The usual or exact meaning of a word or phrase | concrete, exact |
| figurative (adj.) | Not meant to be understood in a literal way; expressing something in an interesting way; using words to mean something beyond their ordinary meaning | metaphorical |

Ask students to think back to the class's Welcome activity responses. Instruct students to Think-Pair-Share, and ask: "How is the word *heart* used in a *literal* way? How is it used in a *figurative* way?"

Then, provide both literal and figurative definitions for the word *heart* for students to add to their Vocabulary Journals.

| Word | Meaning | Synonyms |
|---------------------------------|---|------------------|
| heart (n.) (literal meaning) | The muscular organ in the chest that pumps blood throughout the body | |
| heart (n.) (figurative meaning) | A person's deepest feelings or true personality; feelings of love, affection, or sympathy | soul; compassion |

Ask additional volunteers to share their Welcome activity responses, and identify each response as either figurative or literal.

Alternate Activity

Display a list of common phrases and expressions about the heart.

- He has a sweetheart back home.
- a broken heart
- An average heart is the size of your fist.
- a heart-healthy snack
- from the bottom of my heart
- I can play the piano by heart.
- Exercise can make your heart stronger.
- Eat your heart out.
- Think with your head not your heart.
- His grandfather had a heart attack.
- They had a heart-to-heart talk.

Ask students to identify each as either a figurative use of the word *heart* or a literal use.

Then ask students to come up with their own phrase or sentence and tell if it is literal or figurative.

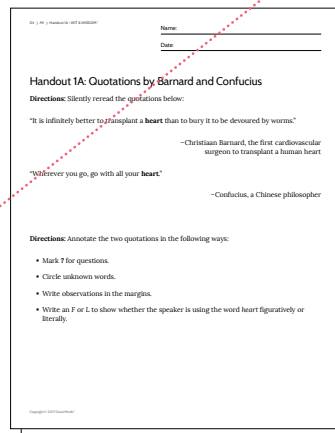
ANNOTATE AND ANALYZE TWO HEART QUOTATIONS 15 MIN.

Individuals

Review the module's Essential Question: *What does it mean to have a great heart, literally and figuratively?* Invite students on a literary journey to discover what it means or a person to have a great heart.

Distribute Handout 1A, and display the quotations.

"It is infinitely better to transplant a heart than to bury it to be devoured by worms." –Christiaan Barnard, the first cardiovascular surgeon to transplant a human heart



Building Background Knowledge

[ELA Specification 8a](#)

Wit & Wisdom feature:

Providing contextual information helps build background knowledge that will aid conceptual understanding and text comprehension.

“Wherever you go, go with all your heart.” –Confucius, a Chinese philosopher

Read aloud the two quotations without interjecting discussion or definitions.

Tell students that to *annotate* means to “add notes or comments.” Annotating can help readers to focus on a text and to keep track of what they notice and wonder as they read. Read aloud the directions for annotating text at the bottom of the page.

- Mark ? for questions.
- Circle unknown words.
- Write observations in the margins.

Allow students to work silently for a few minutes, annotating the quotations to mark questions, unknown words, and observations.

Scaffold

Work with a small group of students if they need more support to annotate the text while others work independently.

As a whole group, focus on the Barnard quotation first. Have students identify words they circled to indicate unfamiliar words. Then have them share what they know or infer from the context of the meanings of any circled words.

Using the displayed handout, demonstrate how to jot down short definitions above the circled words, inserting “much” above *infinitely*, “move from one place to another, or one body to another” above *transplant*, or “eaten” above *devoured*. Give students a moment to discuss and annotate unknown words.

Ask: “What does Dr. Barnard’s quotation mean?” Ensure that students understand the meaning of the quotation.

Call for students to signal by raising their left hands if the word *heart* is used in a literal way or their right hands if it is used in a figurative way.

Ask students to read the second quotation, from Confucius.

Ask: “What advice does Confucius give in this quotation?” Ensure that students understand the quotation.

Call for students to raise their left hands if the word *heart* is used in a literal way or their right hands if it is used in a figurative way.

ORGANIZE TEXT EVIDENCE 30 MIN.

Whole Group

Tell students that in this module, they will practice informative writing. Ask: “What kind of writing is informative writing? How is it different from writing an opinion or writing a story?”

- *Informative writing teaches readers about a topic.*
- *It can explain something.*
- *It tells about facts. It might be about history or science.*
- *An opinion tries to convince someone to do something or think something.*
- *A story is not true.*

Tell students that in this module, they will read different texts about the literal heart and the figurative heart. Tell them that as they read, they will collect evidence to support their ideas.

Just as they annotated to take notes while they read, another way they can keep track of their ideas is to use an organizer.

TEACHER NOTE

Throughout this module, students will use a graphic organizer called an Evidence Organizer. This lesson introduces students to the organizer and gives them practice using it. As needed, define terms like *row* and *column* so that students can follow along. A working understanding of how and why to use the organizer will help students in their reading and writing activities throughout the module.

Display the Evidence Organizer.

| What does the word <i>heart</i> mean, literally and figuratively? | | | |
|---|---------------------|--|-----------------------------|
| Focus Statement: | | | |
| Context | Evidence | Source | Elaboration/Explanation |
| Who says this? | Quote or paraphrase | Where does this information come from? | Literal or figurative? Why? |
| | | | |
| | | | |

Discuss the parts of the Evidence Organizer, and explain the purpose of each row or column.

The top of the Evidence Organizer has space to write a focus statement. Sometimes you start with the focus statement. Other times, the evidence helps you decide what your focus statement will be. The focus statement tells the topic or big idea. This is why this space is at the top.

The first column is for context. Here you can give background about your text. Because we have two quotations, I would identify the speaker of each quotation in a separate row.

The next column is where you can write evidence from the text. You can copy the exact words from the text or paraphrase in your own words. (Remind students to use quotation marks when they use the exact words from the text.)

The third column is for the source of the evidence. You can list the text title here. For these quotations, I would write “Handout 1A.” (As needed, explain that the *source* is “the book or place from where the information, evidence, or quotation came.”)

The last column is a space to elaborate and explain the evidence. This is where you can explain why the evidence is important. You can elaborate on how it connects to the focus. (As needed, define *elaboration*: “the action of adding more detail to a simple text or statement.”)

Tell students that you will fill out the Evidence Organizer together for the first quotation, but you will wait to add the Focus Statement until after you have added to the Evidence and Elaboration/Explanation sections of the organizer.

Add Christiaan Barnard’s name to the first cell, identifying him as a doctor, and add “Handout 1A” to the third cell.

Then, ask: “What does the first quotation say? How would you paraphrase it, or say it in your own words?” Record student responses in the class Evidence Organizer for display.

- *The first quotation says, “It is infinitely better to transplant a heart than to bury it to be devoured by worms.”*
- *This means it is better to donate your heart to another person after you die than to have it simply decay in the ground. Or, it is better to reuse a heart than to throw it away.*

Ask: “Does this quotation use the word *heart* in a literal way or a figurative way?” Record student responses in the class Evidence Organizer for display.

- *The word heart is used literally.*
- *Heart refers to a body part.*
- *Barnard is talking about moving an actual heart from one body to another.*
- *He is talking about the heart that is the muscle that pumps blood through our bodies.*

Next, highlight the evidence and elaboration about the Barnard quotation in yellow. Point out that this information identifies evidence, the quotation and its meaning, and then elaborates on how the evidence shows a literal use of the word *heart*.

Tell students they will now complete the next row of the organizer on their own. Ask students to take out their Response Journals and make four columns on a page, by drawing three vertical lines down the page. Model for students. Tell students to label the first column “Context,” the second “Evidence,” the third “Source,” and the fourth “Elaboration/Explanation.” Tell students that in the next lesson they will see how this Evidence Organizer connects to writing a paragraph.

Differentiation

Students can work individually, in pairs, or in small groups for this activity.

- ✓ Students complete a row of the Evidence Organizer in which they analyze the Confucius quotation, stating who said the quotation, what it means, whether the quotation uses the word *heart* literally or figuratively, and listing Handout 1A as the source.

As students share their learning with the whole group, add their ideas to the class chart. Highlight the entries about the Confucius quotation in blue.

| What does the word <i>heart</i> mean, literally and figuratively? | | | |
|--|---|--|--|
| Focus Statement: | | | |
| Context | Evidence | Source | Elaboration/Explanation |
| Who says this? | Quote or paraphrase | Where did this information come from? | Literal or figurative? Why? |
| Christiaan Barnard, doctor | <p>"It is infinitely better to transplant a heart than to bury it to be devoured by worms."</p> <p>When you die, it is better to donate your heart to a living person than to bury it in the ground. It is better to reuse a heart than to throw it away.</p> | Handout 1A | <p>Literal</p> <p>Barnard means moving an actual heart from one body to another; this is the muscle that pumps blood through our bodies.</p> |
| <ul style="list-style-type: none"> Confucius, Chinese philosopher | <ul style="list-style-type: none"> "Wherever you go, go with all your heart." When a person goes somewhere or does something, they need to give that place or activity their full attention. | <ul style="list-style-type: none"> Handout 1A | <ul style="list-style-type: none"> Figurative This can't mean the physical heart because it always goes with you. So if you have to remember to bring it, this means it is the idea of your "heart." For example, when I go to school, I need to be there with all of my attention and when I go to baseball practice, I need to be there with my effort and my emotions. |

Invite students to review the whole chart. Ask: "What are the big ideas?"

Instruct students to Think-Pair-Share to generate ideas for what to add to the space for the focus statement at the top of the organizer.

As a whole group, generate a class focus statement to add to the Evidence Organizer.

- *The word heart is an interesting word because it can be used both literally and figuratively.*

Extension

If students are ready and time allows, explain that the information recorded in the Evidence Organizer can be used to write sentences and paragraphs that can support the focus statement. Model how to use the information in the Evidence Organizer to create supporting evidence/elaboration sentences.

I can turn the information in the Evidence Organizer into sentences to support the focus statement.

For example, I can use the first row to explain the meaning of Barnard's quotation:

Christiaan Barnard was concerned about the literal human heart. He was the first heart surgeon to perform a heart transplant. He said, "It is infinitely better to transplant a heart than to bury it to be devoured by worms." He meant that when you die, it is much better to donate your heart to a living person who needs it than to bury it in the ground. Barnard uses the word *heart* in a literal way because he is talking about an actual beating heart that pumps blood through the body.

Then I can use the information in the second row of the Evidence Organizer to create sentences about Confucius.

Confucius thought about the heart figuratively. He was an ancient Chinese philosopher who said, "Wherever you go, go with all your heart." He meant when a person goes somewhere or does something, he or she should give full attention to it. For example, when I go to school, I need to be there with all of my attention, and when I go to baseball practice, I need to be there with my effort and my emotions. Confucius used *heart* in a figurative way because he is referring to a person's mind and spirit, not his or her physical, beating heart.

Or, model for just the first, yellow section of the Evidence Organizer and invite students to write in complete sentences using the second, blue section.

Repeat the Craft Question: *Why is evidence important in informative writing?* Ask students to Think-Pair-Share to discuss the question.

- *Evidence is important when we write because it supports our ideas about a focus.*
- *Evidence shows what we learned from reading a text.*
- *Evidence is like facts that shows that we know the topic.*
- *Evidence gives us a chance to elaborate on a topic.*

Explain that the next lesson will demonstrate how the Evidence Organizer notes can help plan informative writing. Save the completed Evidence Organizer for display in the next lesson.

Land 5 MIN.

ANSWER THE CONTENT FRAMING QUESTION

Wonder: *What do I notice and wonder about the word heart?*

Distribute a plain sheet of paper to each student. Ask students to hold it horizontally and fold it in half. Tell students that they will now complete an **Exit Ticket**; this sheet of paper will be their ticket “out” of class.

✓ As an Exit Ticket, students write two sentences. On the top half of the paper, students write one sentence that uses the word *heart* in a literal way. On the bottom half, they write a sentence that uses *heart* in a figurative way.

Scaffold

Consider using a sentence frame and word bank to support English learners and others who need support with academic and content-area language:

A literal heart is _____.

A figurative heart is _____.

Word Bank: *organ, body, actual, love, emotions, symbol*

Formative Assessment Guidance

[ELA Guideline 14](#)

Wit & Wisdom feature:

Teachers are guided to consistently assess students’ language and conceptual understandings.

Vocabulary Scaffold

[ELA Specification 5c](#)

Revisions to better support ELs (ELSF recommendations):

This adaption provides sentence frames and a working glossary as additional supports to aid student development of ELA vocabulary and conceptual understandings.

Wrap 5 MIN.

ASSIGN HOMEWORK

Students ask three people, not in class, “What does the word *heart* mean?” and record the answers in the form of a quotation. For each response, students determine if *heart* is used figuratively or literally. English learners may conduct their interviews in a home language if necessary.

Distribute and review the list of additional texts from Appendix D: Volume of Reading, and the Volume of Reading Reflection Questions (see the Student Edition). Explain that the list contains books with further information about topics discussed in the module. Tell students that they should consider the reflection questions as they independently read any additional texts and respond to them when they finish a text.

Using Home Language Strategically

[ELA Specification 12a](#)

Revisions to better support ELs (ELSF recommendations):

This adaptation informs teachers how to use students’ home language as a resource to develop home language literacy and also access the targeted content.

**TEACHER
NOTE**

Students may complete the reflections in their Knowledge Journals, or submit them directly. The questions can also be used as discussion questions for a book club or other small-group activity. See the Implementation Guide (<http://witeng.link/IG>) for a further explanation of Volume of Reading, as well as various ways of using the Volume of Reading Reflection Questions.

Analyze

Context and Alignment

Students' Exit Tickets demonstrate their understanding of the literal and figurative meanings of the word *heart* (RI.4.2, RI.4.4, L.4.4.a). Separate the Exit Tickets into three piles—"Gets It," "Almost There," and "Not There Yet"—according to the following criteria:

- Students who "get it" will have used the figurative meaning of *heart* by describing strong character in one sentence, and the literal meaning of *heart* by describing a physical beating *heart* in the other sentence.
- Students who are "almost there" will have one sentence correct.
- Students who are "not there yet" will not be able to use the figurative or literal meanings of *heart* in sentences.

Next Steps

For students who need more work to understand the literal and figurative definitions for *heart*, explicitly explain the definitions in the next lesson when students continue to work on these definitions. You may also need to work with a small group to clarify the definitions. Remind students that they will continue to work on understanding the different meanings of *heart* throughout the entire module, so it is okay if they are still wrestling with the concepts. They should keep asking questions about how the word is being used to develop an understanding of the difference.

↓ LESSON 1 DEEP DIVE: VOCABULARY

Content Vocabulary: Etymology of *heart*

- **Time:** 15 min.
- **Text:** None
- **Vocabulary Learning Goal:** Trace the roots of words related to *heart*, making connections among various cognates. (L.4.4.b)

Launch

Instruct students to Think-Pair-Share, and ask: “Where do English-language words come from?”

As a group, discuss that words in English can often be traced back to Greek, Latin, or German. Tell students that knowing these roots can help them understand other unfamiliar words that share the same word origins and word parts.

Ask students to take out their Vocabulary Journals and be ready to make entries that will help them think about the word *heart* in some different ways.

Learn

Display these sentences.

I lift weights, but I need to do more cardio exercise.

After his heart attack, he went to see a cardiologist.

My parents encouraged me to follow my dreams.

She showed courage when the bear came into the campground.

List the words *cardio*, *cardiologist*, *encouraged*, and *courage* for display.

Ask: “What do the words *cardio* and *cardiologist* have in common? What do the words *encouraged* and *courage* share?”

When students identify the word parts *cardio* and *cour*, point out that these are the kinds of word parts the class discussed in the Launch.

Vocabulary Development in Context

[ELA Specification 8c](#)

Wit & Wisdom feature:

The key to good instructional guidance on vocabulary is not to give students lists of words to memorize, but rather to engage them in challenging and meaningful activities that effectively support the learning of important words that are essential to the unit texts and in the context of meaning-making.

Ask: “What do these words mean?”

Note student responses for display or post definitions, if needed.

| Word | Meaning |
|-------------------|--|
| cardio (n.) | Exercise that raises one’s heart rate |
| cardiologist (n.) | A doctor who specializes in treating the human heart |
| encouraged (v.) | Gave support or advice to |
| courage (n.) | The strength to control fear in the face of a dangerous or difficult situation |

Ask: “From studying these words, what do you think *cardi* means? Why?”

- *Heart!*
- *Both words are about the heart—exercise for the heart or a doctor for the heart.*

Ask: “Does this word part, *cardi*, connect to the literal or the figurative meaning of the word *heart*? How do you know?”

- *Literal.*
- *Both words are about the actual heart in the human body.*

Scaffold

As needed, remind students of the discussion from the core lesson about the literal and figurative uses of the word *heart*. Remind students that sometimes the word *heart* refers to the literal, physical *heart* in the center of your chest. Sometimes it refers to the figurative *heart* and might describe human love, emotions, determination, courage, or spirit.

Tell students that the word part *cour* comes from the Latin *cor*. Tell students that the Latin *cor* also means “heart.” Ask: “How do *encouraged* and *courage* show the figurative meaning of the word *heart*?”

- *We might talk about someone having a big heart. These kinds of people would be encouraging people.*
- *I’ve heard people say “take heart” when they mean “have courage.”*

Provide time for students to enter these word parts into their Vocabulary Journals.

| Word Part | Meaning | Synonyms |
|--------------|-------------------------|-----------------------|
| <i>cardi</i> | Pertaining to the heart | <i>cardia, kardia</i> |
| <i>cor</i> | Heart | <i>cord</i> |

Differentiation:

English learners and speakers of other languages may value the chance to share their words for *heart* to determine if the word shares the same word parts as any of these heart-related words in English do. For example, the French *cœur*, the Spanish *corazón*, and the Greek *kardiá* all show clear connections.

Organize students into seven groups, and assign each group a heart-related word: *core*, *accord*, *cordial*, *record*, *cardiac*, *pericardium*, and *cardiogram*. (Add additional words as needed for the size of the class.)

**TEACHER
NOTE**

Students will need dictionaries or access to online dictionaries for this activity. Or, provide the word and definition on an index card for each group and have the group complete the rest of the activity on the back of each card.

Post the following prompts:

Which word part, cardi or cor, is in your word?

Define your word.

Use your word in a sentence.

Is your word used in a literal way or a figurative way?

Groups share their responses.

core:

- cor
- the center or most important part
- We need to get to the core of the problem.
- figurative

accord:

- cor
- to be of one heart
- The group was of one accord and agreed on the goals.
- figurative

cardiac:

- cardi
- dealing with the heart
- The doctor worked in the cardiac unit of the hospital.
- literal

pericardium:

- cardi
- the membrane surrounding the heart
- He had surgery to fix his damaged pericardium.
- literal

cordial:

- cor
- friendly
- *She treats everyone in a cordial way.*
- figurative

record:

- cor
- remember, or write by heart
- *Please record the notes from the meeting.*
- figurative

cardiogram:

- cardi
- *a record of the heart's activity*
- *He went to the doctor to have a cardiogram test.*
- literal

Land

✓ As an Exit Ticket, students describe how the Latin and Greek word parts *cor* and *cardi* connect to the literal and figurative uses of the word *heart*.

Invite students to share their responses, and challenge them to use two of the heart words in a sentence.

- *My cardiologist treats her patients in a cordial way.*