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*Readers Meet the Characters in our Books*

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| **Grade 1 Reading Unit 3**  **Study Planning Template** | **Dates**  Nov. 19-Dec.18 |

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| **Unit: 3 Readers Meet the Characters in our Books** |

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| **Goals:**  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | \* Studying what characters do in books can teach us about them  \*Identify character’s traits (feelings)  \*Use strategies when it is hard to know characters  \*Understand how character/character’s feelings change over time |

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| **Essential Questions:**  *(These should be aligned with Goals.)* |

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| **Standards:**  **Reading literature**  1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  1.RL.3 Describe characters, settings, and major events in a story, using key details  1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.  1.RL.9 Compare and contrast the adventures and experiences of characters in stories.  **Speaking and Listening**  1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  1.SL.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.  **Language**  1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies.   1. Read grade-level text with purpose and understanding. |

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| **Key Vocabulary:** |

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| **Anchor Texts:** |

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| **Other Resources:** |

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| **Assessment:**  ***(Including CCSS performance task.)*** | ***FORMATIVE*** | ***SUMMATIVE*** |
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Unit of Study At A Glance Planner

Grade 1, Reading

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| **UNIT3 :** Readers Meet the Characters in our Books | | | |
| **GOAL:**  Studying what characters do in books can teach us about them | **GOAL:**  Identify character’s traits (feelings) | **GOAL:**  Use strategies when it is hard to know characters | **GOAL:**  Understand how character’s feelings change over time |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers get to know their characters by identifying what the characters do pg. 52, 60   1.RML.3-1   * Readers learn about their characters by talking about their actions, likes, and dislikes.pg. 52, 60   1.RML.3-2   * Readers retell how characters change by using sequencing words (pg. 53, 60).   1.RML.3-3   * Readers predict what their characters will do by looking for patterns in the characters’ actions pg. 53, 60   1.RML.3-4   * Readers get to know their characters by collecting evidence about the things the characters do and say.pg.54, 60   1.RML.3-5   * Readers think about what characters do by figuring out the characters likes & dislikes.pg. 53, 61   1.RML.3-6 | * Readers discover how the characters are feeling by using the characters’ words pg. 54, 61   1.RML.3-7   * Readers learn about the character’s feelings by using the pictures and words in the book. (pg. 54,61)   1.RML.3-8   * Readers learn more about the characters by imagining what the character is thinking. pg. 54, 61   1.RML.3-9   * Readers understand the characters by making connections about how the characters are similar to or different from the reader. (pg. 54, 61)   1.RML.3-10 | * Readers get to know the characters by using all the fix-up strategies to figure out the tricky words. Pg 55, 62   1.RML.3-11   * Readers get to know the characters by rereading and paying attention to everything that has happened to the character throughout the book. Pg. 55, 62   1.RML.3-12 | * Readers understand how character’s feelings change by looking at each part of the story pg. 56, 62   1.RML.3-13   * Readers understand how character’s feelings change by making text-to-self connections pg. 56, 62   1.RML.3-14   * Readers understand their character’s feelings by comparing them to characters in other books pg. 56, 63   1.RML.3-15   * Readers understand the character’s feelings by thinking about the lessons that the characters learned pg. 57   1.RML.3-16   * Readers can prove their ideas by showing where the ideas can be found in the story pg. 57, 63   1.RML.3-17 |

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| **WORKSHOP CALENDAR FOR:** | Grade 1, reading | Nov 14-  Dec 19 | Charts |
| **Unit of Study:** | Unit 3 Readers Meet the Characters in our Books |  |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  | *11/14*  *1.RML.3-1*  *Readers get to know their characters by identifying what the characters do (pg. 52, 60)* | *11/15*  *1.RML.3-2*  *Readers learn about their characters by talking about their actions, likes, and dislikes. (pg. 52, 60)* | *11/16*  *1.RML.3-3*  *Readers retell how characters change by using sequencing words (pg. 53, 60).* |
| *Thanksgiving break* | | | | |
| *11/26*  *1.RML.3-4*  *Readers predict what their characters will do by looking for patterns in the characters’ actions (pg. 53, 60)* | *11/27*  *1.RML.3-5*  *Readers get to know their characters by collecting evidence about the things the characters do and say. (pg. 54, 60 )* | *11/28*  *Mini lesson Choice day* | *11/29*  *1.RML.3-6*  *Readers think about what characters do by figuring out the characters likes & dislikes. (pg. 53, 61)* | *11/30*  *1.RML.3-7*  *Readers discover how the characters are feeling by using the characters’ words*  *(pg. 54,61)* |
| *12/3*  *1.RML.3-8*  *Readers learn about the character’s feelings by using the pictures and words in the book. (pg. 54,61)* | *12/4*  *1.RML.3-9*  *Readers learn more about the characters by imagining what the character is thinking. (pg. 54, 61)* | *12/5*  *1.RML.3-10*  *Readers understand the characters by making connections about how the characters are similar to or different from the reader. (pg. 54, 61)* | *12/6*  *1.RML.3-11*  *Readers get to know the characters by using all the fix-up strategies to figure out the tricky words. Pg 55, 62* | *12/7*  *1.RML.3-12*  *Readers get to know the characters by rereading and paying attention to everything that has happened to the character throughout the book. Pg. 55, 62* |
| *12/10*  *1.RML.3-13*  *Readers understand how character’s feelings change by looking at each part of the story (pg. 56, 62)* | *12/11*  *1.RML.3-14*  *Readers understand how character’s feelings change by making text-to-self connections*  ***(****pg. 56, 62)* | *12/12*  *Mini lesson Choice day* | *12/13*  *1.RML.3-15*  *Readers understand their character’s feelings by comparing them to characters in other books ( pg. 56, 63)* | *12/14*  *Mini lesson choice day* |
| *12/17*  *1.RML.3-16*  *Readers understand the character’s feelings by thinking about the lessons that the characters learned ( pg. 57, 63)* | *12/18*  *1.RML.3-17*  *Readers can prove their ideas by showing where the ideas can be found in the story. ( pg. 57, 63)* | *12/19*  *Celebration/Flex* | *\*\*Teacher prep:*  *Organize library for non-fiction unit 4\*\** |  |

**Unit of Study Assessment Checklist**

**Unit 3: Readers Meet the Characters in our Books**

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| 1.RL.3 Describe characters, settings, and major events in a story, using key details.  1.SL.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.  1.RL.7 Use illustrations and details in the story to describe its characters, settings or events.  1.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. | | | | | |
| Name | Makes connections to the characters  (text to self , text to text, or text to world) | Identifies character’s actions in a sequential manner | Identifies character’s feelings | Finds evidence of character’s actions and feelings | Notes |
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| **Unit 3 Mini Lesson 1** | **1.RML.3-1** |

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| **Unit of Study:** | Unit 3 Readers Meet the Characters in our Books |
| **Goal:** | Studying what characters do in books can teach us about them |
| **Teaching point** *(Kid language!)***:** | Readers get to know their characters by identifying what the characters do (pg 52, 60)  Los lectores conocen a los personajes identificando lo que hacen. |
| **Catchy phrase:** | Who is this book about?  What do they do in the story? |
| **Text:** | 2 familiar texts strong character book  No, David by David Shannon |
| **Chart(?):** |  |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  *Yesterday I met a very interesting boy named David. He gets in lots of trouble. He is a messy, noisy, and naughty boy; he is also sweet. Even though he is naughty his Mom loves him.*  *Guess where I met David? (hold up the book No, David) I met David in a book!*  *We have been reading lots of interesting books. Some of these books are about interesting characters, like… (list several characters from favorite books). Today we are going to start to talk and think about characters actions.*  *“Readers think:*  *Who is this book about?*  *What do they do in the story?”* |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  *Boys and girls watch what I do as I think about the character and what he/she does in the book. I look at the front cover of the book and the pages and I think:*  *“Who is the book about?*  *What do they do in the story?”*  *(Teacher picks a new text and demonstrates an example:ex. No, David! The character is David and he chews with his mouth open, he hits the ball in the house, and breaks the vase, etc.)* |
| ***Active Involvement:***  Students partner share or make a plan in their minds…  (Teacher shows another text. Students will turn to a partner and tell who the character is and what they are doing.)  Now look at my book. Whisper to your partner who is the character in this book and what he/she is doing. (Do 2 or 3 pages of the book for practice).  Remember to tell your partner:  “Who is the book about?  What do they do in the story?” |
| ***Link:*** *Send students off with a purpose…(1-2 minutes)*  *Now go practice again finding characters in your own books. Remember to ask yourself, “*Who is the book about? What do they do in the story?” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 2** | **1.RML.3-2** |

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| **Unit of Study:** | Unit 3 Readers Meet the Characters in our Books |
| **Goal:** | Studying what characters do in books can teach us about them |
| **Teaching point** *(Kid language!)***:** | Readers learn about their characters by talking about their actions, likes, and dislikes. pg54  Los lectores aprenden sobre sus personajes hablando de sus acciones, lo que les gusta y lo que no les gusta. |
| **Catchy phrase:** | I learned that my character\_\_\_\_\_\_\_\_\_\_\_\_\_.  Yo aprendí que mi personaje \_\_\_\_\_\_. |
| **Text:** | Familiar text |
| **Chart(?):** |  |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *Yesterday we started looking at characters in a book. Today we are going to learn how to share about our characters because readers* learn about their characters by talking about their actions, likes, and dislikes*. They say, “I learned that my character \_\_\_\_\_\_\_.” (write sentence frame)* |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  *Boys and girls watch what I do and listen to what I say as I think about and share about the character in this story.*  *(Teacher picks a familiar text and demonstrates an example: by pointing to the character, talking aloud and placing a post-it note on the page to help remind us of what we want to share.)*  *Oh, on this page, look “I learned that Ruby has a brother named Max “(place post- it on page). So I just learned something about Ruby. I am going to place a post-it note here to remind me to tell my partner about what I learned****.*** *(model several examples). Readers share what they know about characters by saying “I learned**that my character \_\_\_\_\_\_\_…”* |
| ***Active Involvement:***  Students partner share or make a plan in their minds… (2-3 minutes)  (Teacher shows another page or two for the same text. Students will mimic placing a post-it on the pages where they learned something about the character.)  So look at this book and if you learn something about the character, put your invisible post-it on the page. Then whisper to your partner “I learned that my character \_\_\_\_\_\_\_.”  Good job class, remember readers share what they know about characters by saying “I learned that my character \_\_\_\_\_\_\_\_.” |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  *Today while you are reading with your partner, your job is to use 2 post-it notes to mark where you have learned something about your character, and then tell your partner “****I learned that my character \_\_\_\_\_\_.”***  *Readers share what they know about characters by saying “I learned that my character \_\_\_\_\_\_.”* |
| **Mid-Workshop Teaching Point:** |
| **Share:**  *Pick partners who you overhear using the sentence frame “I learned that…” correctly to share with whole group.* |

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| **Unit 3 Mini Lesson 3** | **1.RML.3-3** |

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| **Unit of Study:** | Unit 3 Readers Meet the Characters in our Books |
| **Goal:** | Studying what characters do in books can teach us about them |
| **Teaching point:** | Readers retell how characters change by using sequencing words. (pg. 53, 60).  Los lectores usan palabras de secuencia para contar como cambian los personajes. |
| **Catchy Phrase:** | In the beginning… Al principio ….  In the end… Al Final …. |
| **Text:** | Familiar text |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details  1.SL.4 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  ***How this fits in with what we’ve been doing (1-2 minutes)***  *We’ve been talking about the characters in our books. Today I am going to teach you how we can get to know our characters by thinking about how they change in the story. We think about what they are doing at the beginning and end of the story. This will help us get to know our characters.* |
| ***Teach:***   * *Demonstration*   (Add these to cumulative chart of stems to use for beginning/end. This chart will grow over time.   * + “In the beginning…   + In the end…”)   *“Boys and girls, listen and watch while I get ready to talk about how the character changes in this story so I can get to know him better.”*  *(Teacher models thinking through character actions in a familiar text, our example is The Chick & the Duckling! Put post it note in when the end part starts. This is implicit modeling of the character arc throughout the book.)*  *“Now I am ready to talk about what the character does in this story. (point to chart) “In the beginning” the little chick…. “In the end” the little chick… (point to chart again)*  *“Did you see how I got to know the character better by thinking about how the character changes from the beginning to the end of the story.”* |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  *(Teacher uses the same book. If this would be too easy, use a different text. You may want your stronger partners to go first.)*  “*Now it’s your turn!* *Partner A will to talk to Partner B about what the character does in this story. Remember, we will start with what happens in “In the beginning” (point to chart)*  *And then we will get to what happens “In the end”… (point to chart again)*  *(Teacher flips through pages of book for extra scaffold as partners talk about the character changes from the beginning to the end of the story. Be sure to add in prompts as needed, “This is still the beginning…. Now we’ll talk about the end….”* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  *Today while you are reading with your partner take turns talking about what the character does in this story. Remember, to start with what happens in “In the beginning” (point to chart)*  *And talk about what happens “In the end…” (point to chart again)* |
| **Mid-Workshop Teaching Point:**  *Consider adding more words to the chart for different language for beginning/end. (See Materials list below.)* |
| **Share:**  *Choose 1-2 children who did a great job of showing character arc over story. Explicitly point out beginning/end.* |
| **Materials:**  Anchor chart of sequencing words. (Last two lines to be added later.)   * In the beginning…but in the end… |

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| **Unit 3 Mini Lesson 4** | **1.RML.3-4** |

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| **Unit of Study:** | Unit 3 Readers Meet the Characters in our Books |
| **Goal:** | Studying what characters do in books can teach us about them |
| **Teaching point** *(Kid language!)***:** | Readers predict what their characters will do by looking for patterns in the characters’ actions  Los lectores hacen predicciones sobre lo que hará el personaje buscando patrones en sus acciones. |
| **Catchy phrase:** |  |
| **Text:** | Two familiar texts |
| **Chart(?):** |  |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  *We’ve been learning about characters in our stories. Today, we’re going to learn to use what we know about the character to predict what will happen next in the story.* |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  *(Teacher selects a book which has characters that students are familiar with. Look for a book in which the character’s actions follow a pattern. Do a think aloud.)*  *Example: in Max and Ruby, Ruby chases the lobster away multiple times and he continues to come back. I can predict what will happen because I know what Rudy did each time.*  *Remember, readers use what we know about characters to predict what will happen next.* |
| ***Active Involvement:***  (Use an unfamiliar book which also has a character with predictable actions. Read a sufficient amount of the story to provide students with the patterns of the character’s actions)  Now, turn to your partner and talk about what you think will happen next.  Remember, readers use what we know about characters to predict what will happen next. |
| ***Link:*** *Now, you will be reading books from your book box. As you read, use what you know about characters to predict what will happen next.* |
| **Mid-Workshop Teaching Point:** |
| **Share:** The students who had sticky notes will share. |

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| **Unit 3 Mini Lesson 5** | **1.RML.3-5** |

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| **Unit of Study:** | Unit 3 Readers Meet the Characters in Our Books |
| **Goal:** | Studying what characters do in books can teach us about them |
| **Teaching point** *(Kid language!)***:** | Readers get to know their characters by collecting evidence about the things the characters do and say.  Los lectores conocen a sus personajes mostrando evidencia de lo que hacen y dicen. |
| **Catchy phrase:** | I noticed this character \_\_\_\_\_\_\_\_.  Noté que este personaje \_\_\_\_\_\_\_\_\_\_. \_\_\_\_\_\_\_\_\_\_\_. |
| **Text:** | Previously used text, students bring book baggies to rug |
| **Chart(?):** |  |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *We have been detectives and we have been noticing all of the things that characters say and do. We don’t want to forget these things! Today we will investigate our characters and collect evidence of the things the characters do and say.* |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  *Teacher reads from the beginning of a previously used text. Teacher thinks-aloud about the things the characters do and say. Teacher puts a post-it note in the spots of the book that he/she wants to remember.*  *“I noticed that this character \_\_\_\_\_\_\_\_\_\_(action) or said\_\_\_\_\_\_\_\_\_\_\_\_ and I’m going to put this post-it note here. I want to remember this part because \_\_\_\_\_\_\_\_\_.”(I think it’s funny, scary, I think \_\_\_\_\_\_\_\_\_ will happen next…) Repeat the teaching point and do another demonstration on another page.* |
| ***Active Involvement:*** *“Okay, you and your partner are ready to be detectives and collect some evidence about the characters. Take out a book from your book baggie. Turn to your partner. “A’s tell B’s what you notice about what the characters do and say.” Repeat with B’s.* |
| ***Link:*** *Today when you are reading on your own think about what the characters do and say. Put a post-it note on the pages that you want to remember. We will have time to share our ideas at the end of our reading time.* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 6** | **1.RML.3-6** |

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| **Unit of Study:** | Unit 3: Readers Meet the Characters in our Books |
| **Goal:** | Studying what characters do in books can teach us about them |
| **Teaching point:** | Readers think about what characters do by figuring out the characters likes & dislikes.  Los lectores piensan sobre lo que hacen los personajes pensando en lo que les gusta y no les gusta. |
| **Catchy Phrase** |  |
| **Standard:** | 1.RL.7 Use illustrations and details in the story to describe its characters, settings or events.  K.RL.3 Describe characters, setting, and mojor events in a story, using key details. |
| **Text:** | Familiar books |

Chart: What does my character do in the story? What does my character like? What doesn’t my character like?

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| **Mini-Lesson: (**7-10 minutes total) |
| ***Connection:***  *How this fits in with what we’ve been doing*  ***(****1-2 minutes)*  *“We’ve been noticing what our characters do. Now we’re going to be detectives and use clues to learn more about our characters. A detective is someone who gathers information to solve a mystery. The information they gather is called a clue.*  Readers ask themselves:  “What does my character do in the story? What does my character like? What doesn’t my character like?” *Let’s start our investigation….* |
| ***Teach:***   * *Demonstration (5-6 minutes)*   *Teacher uses a text from Goal #1 (Character’s Actions) to think-aloud a passage where the characters actions clearly demonstrate a character’s likes and dislikes (text and/or pictures). “Watch me, Today I’m going to read p. \_\_\_ and look at the picture and read the text to notice what the characters are doing. Then I’m going to think about what the characters like or do not like, because r*eaders ask themselves:  “What does my character do in the story? What does my character like? What doesn’t my character like?”  *I’m going to use these sentence frames:*  *My character is \_\_\_\_\_\_\_\_\_ing. (verb)*  *I think he/she likes \_\_\_\_\_\_\_.*  *(or) I think he/she does not like \_\_\_\_\_\_\_.* |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes) Teacher pulls out another familiar text, shows a page and asks students to turn to their partners and talk about what the characters are doing and what they might like or dislike* ***using the sentence frames.***Repeat teaching point. |
| ***Link:***  *Send students off with a purpose… (1-2 minutes) “Today when you are reading a book from your book box, notice what the characters are doing and what you think they might like or dislike. Later, when you read with a partner share your thinking* ***using the sentence frames.”*** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 7** | 1.RML.3-7 |

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| **Unit of Study:** | **Unit 3 Readers Meet the Characters in our Books** |
| **Goal:** | When reading stories, we think, “What kind of a person is this?” |
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| **Teaching Point:** | Readers discover how the characters are feeling by using the characters’ words pg. 54, 61  Los lectores usan las palabras del personaje para saber cómo se siente. |
| **Catchy Phrase** | What is the character saying? ¿Qué está diciendo?  How is he feeling?¿Cómo se siente? |
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| **Text:** | The Little Red Hen |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details **.** |

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| **Mini Lesson:**(7-10 minutes total) |
| **Connection:**  We’ve been talking about what the characters in our books do. Today we’re identifying what the characters are saying to discover how they are feeling. We need to ask ourselves:  “What is the character saying? How is she feeling?” |
| **Teach:**  Demonstration-  (Read the passage from the story where the hen first asks for help and the others don’t help.) “What is the character saying? How is she feeling?” When I read this part of the story I know the hen feels sad because the other animals won’t help her.  (Choose another passage where another animal’s words show what the animal is feeling. Read the passage and have the group tell you what the animal is feeling based on what he said.) Remember, we need to ask ourselves, “What is the character saying? How is she feeling?” |
| **Active Involvement:**  (Read the end of the story.) Partner A ask partner B “What is the character saying? How is she feeling?”. Then partner B tell partner A what the character said and how they feel. (If necessary, switch roles between the partners and repeat this activity.) |
| **Link:** Now, you will be reading books from your book box with a partner. As you read ask your partner: “What is the character saying? How is she feeling?” |
| **Mid-Workshop Teaching Point:** We have worked with partners. Now you can choose your own book and ask yourself: “What is the character saying? How is she feeling?”  (Give sticky notes to students who are working well and ask them to share at the end of the workshop.) |
| **Share:** The students who had sticky notes will share. |

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| **Unit 3 Mini Lesson 8** | **1.RML.3-8** |

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| **Unit of Study:** | **Unit 3 Readers Meet the Characters in our Books** |
| **Goal:** | When reading stories, we think, “What kind of a person is this?” |
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| **Teaching Point:** | Readers learn about the character’s feelings by using the pictures and words in the book. (pg. 54,61)  Los lectores usan las palabras e ilustraciones para saber cómo se siente el personaje. |
| **Catchy Phrase** | What is the character saying?¿Qué está diciendo?  What does the picture tell me about the character’s feelings?¿La ilustración me dice como se siente el personaje? |
| **Text:** | Little Red Hen |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details **.**  1.RL.7 Use illustrations and details in the story to describe its characters, settings or events |

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| **Mini Lesson:  (**7-10 minutes total) |
| **Connection:**  Yesterday we used the character’s words to identify their feelings. Another way readers identify the character’s feelings is by using the pictures. Today we’re going to use the pictures and words in the book to learn more about how the characters are feeling.  We can ask ourselves:  “What is the character saying?  What does the picture tell me about the character’s feelings?” |
| **Teach:**  **Demonstration-** (Select a passage from The Little Red Hen where the text and the picture show how the character is feeling. Read the text aloud and do a think aloud using the following questions to identify the character’s feelings.)  “What is the character saying?  What does the picture tell me about the character’s feelings?”  On this page the dog is laying on the couch sleeping. He also says,”Not I”. The picture and the words tell me that the dog is feeling lazy.  Repeat this activity using the next character. Repeat the catchy phrase.  “What is the character saying?  What does the picture tell me about the character’s feelings?” |
| **Active Involvement:**  Now it’s your turn. I’m going to read a different part of the story, notice what the character is saying and what the picture shows. (Teacher will select a page where the words and the picture show what the character is feeling. Teacher reads the text aloud.)  Partner A asks Partner B “What is the character saying?”  Partner B asks partner A “What does the picture tell you about the character’s feelings?” |
| **Link:** Now, you will be reading books from your book box with a partner. As you read ask your partner:  “What is the character saying?  What does the picture tell me about the character’s feelings?” |
| **Mid-Workshop Teaching Point:** We have worked with partners. Now you can choose your own book and ask yourself:  “What is the character saying?  What does the picture tell me about the character’s feelings?” |
| **Share:** Choose students who worked well to share. |

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| **Unit 3 Mini Lesson 9** | 1.RML.3-9 |

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| **Unit of Study:** | First Grade, Unit 2 Readers Meet the Characters in Our Books |
| **Goal:** | When reading stories, we think, “What kind of a person is this?” |
| ***Teaching point:*** | *Readers learn more about the characters by imagining what the character is thinking.*  *Los lectores se imaginan lo que están pensando los personajes para aprender sobre ellos.* |
| **Catchy Phrase:** | Hmm, What would \_\_\_\_\_\_\_ think here?  Hmm ¿Qué estará pensando aquí?  If I were \_\_\_\_\_\_\_\_\_, I would be thinking \_\_\_\_\_\_\_\_\_\_\_.  Si yo fuera \_\_\_\_\_\_\_\_\_ yo estaría pensando \_\_\_\_\_\_\_\_\_\_\_. |
| **Text:** | Three Billy Goats Gruff |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details **.**  1.RL.7 Use illustrations and details in the story to describe its characters, settings or events |

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| **Mini-Lesson: (**7-10 minutes total) |
| ***Connection: (****1-2 minutes)*  Yesterday, we used the words and the pictures to help us learn more about the characters. Today I want to teach you that when our characters do something, we can learn more about them by imagining what they are thinking. |
| ***Teach:*** *(5-6 minutes)*  *Demonstration: (*Teacher starts reading The Three Billy Goats Gruff and pauses at a part where the character could be imagining something. Teacher states catchy phrase .) “Hmm, What would \_\_\_\_\_\_\_ think here? If I were \_\_\_\_\_\_\_\_\_, I would be thinking \_\_\_\_\_\_\_\_\_\_. “  Repeat activity 1 or 2 more times. |
| ***Active Involvement:***  (Read another passage from ­The Three Billy Goats Gruff where another character could be imagining something.)  Partner A asks Partner B “Hmm, What would \_\_\_\_\_\_\_ think here?”  Partner B answers “If I were \_\_\_\_\_\_\_\_\_, I would be thinking \_\_\_\_\_\_\_\_\_\_. “  Switch roles and repeat activity, as needed. |
| ***Link:***  Today, when you are reading remember to ask yourself. “Hmm, What would \_\_\_\_\_\_\_ think here? If I were \_\_\_\_\_\_\_\_\_, I would be thinking \_\_\_\_\_\_\_\_\_\_. “  At the end of our workshop, some of you will have a chance to share your thinking with the whole class. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 10** | **1.RML.3-10** |

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| **Unit of Study:** | First Grade, Unit 2 Readers Meet the Characters in Our Books |
| **Goal:** | When reading stories, we think, “What kind of a person is this?” |
| **Teaching point:** | Readers understand the characters by making connections about how the characters are similar to or different from the reader.  Los lectores hacen conexiones de cómo son parecidos o diferentes al personaje para entender los personajes mejor. |
| **Catchy Phrase:** | Oh, that reminds me of \_\_\_\_\_\_\_\_ .  Esto me hace pensar en \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  That is similar to (different from) me, because \_\_\_\_\_\_\_\_\_\_\_\_.  Somos (iguales/diferentes) porque \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Text:** | Any familiar text which teacher can easily make connections with. (Little Red Hen would work well.) |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details **.**  1.RL.7 Use illustrations and details in the story to describe its characters, settings or events |

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| **Mini-Lesson: (**7-10 minutes total) |
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| **Teach: (**5-6 minutes)  Demonstration: (Teacher retells part of the story, stopping on a page where she makes a connection to the character.) “Oh, that reminds me of \_\_\_\_\_\_\_\_ (an event in teacher’s life). That is similar to (different from) me, because \_\_\_\_\_\_\_\_\_\_\_\_.”  (For example, teacher reads Little Red Hen and stops when the hen gets upset that no one is helping her. She says “That reminds of when my kids don’t clean their room. That is similar to me because I get upset when they don’t help keep the house clean.”) |
| **Active Involvement:**  Teacher turns to another part of the story and asks for volunteers who have a connection with a character.  Teacher guides student to state the connection using the catchy phrase.  “Oh, that reminds me of \_\_\_\_\_\_\_\_ . That is similar to (different from) me, because \_\_\_\_\_\_\_\_\_\_\_\_.”  Repeat as needed using different passages and different students. |
| **Link:**  Today, while you are reading by yourself, make connections to the characters in your books. I should hear you saying, “Oh, that reminds me of \_\_\_\_\_\_\_\_ . That is similar to (different from) me, because \_\_\_\_\_\_\_\_\_\_\_\_.” |
| **Mid-Workshop Teaching Point:** |

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| **Unit 3 Mini Lesson 11** | | **1.RML.3-11** | |
| **Unit of Study:** | | First Grade, Unit 2 Readers Meet the Characters in Our Books | |
| **Goal:** | | Readers have strategies for when it is hard to get to know your character | |
| **Teaching point:** | | Readers get to know the characters by using all the fix-up strategies to figure out the tricky words. Pg 55, 62  Los lectores usan todas sus estrategias para averiguar palabras difíciles y conocer los personajes. | |
| **Catchy Phrase:** | | I used my fix-up strategies to figure out that tricky word. Now I know that my character is \_\_\_\_\_\_\_\_\_\_\_\_\_(Adjective) .  Usé todas mis estrategias para averiguar palabras difíciles. Ahora sé que mi personaje \_\_\_\_\_\_\_\_\_\_\_\_\_\_. | |
| **Text:** | | Any familiar text which has tricky words that tell about the character (Gingerbread Man)  Pre-select 3 or 4 tricky words to use in the lesson | |
| **Chart:** | | Fix-up strategies chart from unit 2 | |
| **Standard:** | | 1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content choosing flexibility from an array of strategies | |

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| **Mini-Lesson: (**7-10 minutes total) |
| **Connection:**  Remember our toolbox of strategies for tricky words. Today we’re going to use those strategies to figure out the tricky words that will help us get to know our characters. |
| **Teach:**  Demonstration:  (Teacher reads a portion of the text and stops at a tricky word which tells about the character.) Hmm. I don’t know this word. I can use my strategies to figure it out. I see the gingerbread man is smiling and happy in the picture. I’m going to get my mouth ready to say this word. L… L… I think the word is laughed. “ I used my fix-up strategies to figure out that tricky word. Now I know that my character is sneaky.”  Repeat with another word and use a different strategy.  (End activity by repeating the catchy phrase: “I used my fix-up strategies to figure out that tricky word. Now I know that my character is \_\_\_\_\_\_\_\_\_\_\_\_\_(Adjective)” .) |
| **Active Involvement:**  (Teacher moves to the next tricky word that will help the students get to know the character. ) Turn to your partner and use a fix-up strategy to figure out the tricky word.  Partner A says: “I used my fix-up strategies to figure out that tricky word.”  Partner B says: “Now I know that my character is \_\_\_\_\_\_\_\_\_\_\_\_\_(Adjective) .” |
| **Link:**  Remember when you are reading today take your toolbox with you to help you figure out tricky words.  “I used my fix-up strategies to figure out that tricky word. Now I know that my character is \_\_\_\_\_\_\_\_\_\_\_\_\_(Adjective) .” |
| **Mid-Workshop Teaching Point:** |
| **Share:**  **Choose a student or two to share a strategy that they used and tell what they learned about their character.** |

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| **Unit 3 Mini Lesson 12** | **1.RML.3-12** |

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| **Unit of Study:** | First Grade, Unit 2 Readers Meet the Characters in Our Books |
| **Goal:** | Readers have strategies for when it is hard to get to know your character |
| **Teaching point:** | Readers get to know the characters by rereading and paying attention to everything that has happened to the character throughout the book. Pg. 55, 62 Los lectores ponen atención a todo lo que le pasa al personaje a través del libro para conocerlo mejor. |
| **Catchy Phrase:** | What happened to my character on this page? ¿Qué le pasó a mi personaje en esta página? |
| **Text:** | Mrs. Wishy Washy (or other familiar book)  A second familiar text |
| **Chart:** |  |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details **.** |

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| **Mini-Lesson: (**7-10 minutes total) |
| **Connection:**  We have learned lots of different ways to get to know our characters. Sometimes we have trouble getting to know our characters. When that happens we can reread the story and pay attention to what happens to the character throughout the book. We can ask ourselves “What happened to my character on this page?” |
| **Teach:** Demonstration:  (Teacher does a picture walk, stopping on each page.) “What happened to my character on this page?”  Wow, now I know my character better. Mrs. Wishy Washy is a hard worker. |
| **Active Involvement:**  Now, you’re going to practice. Remember the book, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We’re going to do a picture walk to learn more about (character). (Teacher opens to the first page and asks the students to say the teaching point.) “What happened to my character on this page?”  (Gather a consensus answer to the question or choose a volunteer to answer. Repeat on each page.)  Now, we know more about our character. (Teacher summarizes what was learned about character.) |
| **Link:**  When you are reading today I want you to think about your characters throughout the story. If you get stuck, you can reread the story and ask yourself, “What happened to my character on this page?” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 13** | **1.RML.3-13** |

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| **Unit of Study:** | **Unit 3 Readers Meet the Characters in our Books** |
| **Teaching point:** | *Readers understand how character’s feelings change by looking at each part of the story*  **Los lectores prestan atención a cada parte del cuento para entender cómo cambian los sentimientos del personaje.** |
| **Catchy Phrase:** | *How does the character feel now?*  *¿Cómo se siente ahora el personaje?* |
| **Text:** | Previously read text with a character whose feelings change in the story.  When Sofia Gets Angry-Really, Really Angry… by Molly Bang  A Chair For My Mother by Vera Williams |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details  1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  *Have you ever noticed when you’re reading a book that a character’s feelings sometimes change? You know what I mean by feelings right? Happy, sad, mad, afraid, surprised, excited.*  *The reason our characters feelings change is because they are people just like us. Sometimes we get* ***angry*** *with our friends, then we use Kelso’s choices, solve our small problems and feel* ***happy*** *again. Notice how our feelings change? Well in books characters feelings change just like ours do.*  *Good readers understand how a character’s feelings change by looking at each part of the story. They ask themselves “How does the character feel now?”* |
| ***Teach:***  *Watch me as I think about how Molly’s feelings change throughout the book. Because good readers understand how a character’s feelings change by looking at each part of the story. They ask themselves “How does the character feel now?”*  *In the first part of the story I think (point to head) Molly feels (point to heart) happy* ***because*** *she is playing.*  *(next page) “How does the character feel now? In this part of the story I think (point to head) Molly feels (point to heart) a little mad* ***because*** *her sister doesn’t want to share her toy.*  *Did you notice how Molly’s feelings have already changed two times! We notice this because good readers understand how a character’s feelings change by looking at each part of the story. They ask themselves “How does the character feel now?”*  *(Continue with another example or two if needed)* |
| ***Active Involvement:***  *(continue with this book or another book)*  *Now it’s your turn to think and ask your partner how Sofia feels. Remember good readers understand how a character’s feelings change by looking at each part of the story. They ask themselves “How does the character feel now?”*  *(Teacher turns to another page) Partner B asks “How does the character feel now?”*  *Using the sentence frame Partner A responds I think (point to head) Molly feels (point to heart)\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_.*  *Did you notice how Molly’s feelings keep changing! We notice this because good readers understand how a character’s feelings change by looking at each part of the story. They ask themselves “How does the character feel now?”*  *I heard \_\_\_\_\_\_\_\_\_\_\_ say Molly feels \_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_.*  *(Teacher turns to another page) Partner A asks “How does the character feel now?”*  *Using the sentence frame Partner B responds I think (point to head) Molly feels (point to heart)\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_.*  *Did you notice how Molly’s feelings keep changing! We notice this because good readers understand how a character’s feelings change by looking at each part of the story. They ask themselves “How does the character feel now?”*  *I heard \_\_\_\_\_\_\_\_\_\_\_ say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_.*  *Repeat once more if necessary.* |
| ***Link:***  *Today and everyday as you read your own books remember to ask yourself “How does the character feel now?” Because good readers understand how a character’s feelings change by looking at each part of the story.*  *Today as you are practicing this I would like to see and hear you ask yourself “How does the character feel now?” Then say “I think \_\_\_\_\_\_\_\_ feels \_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_.” (use gestures as you do sentence frame)* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 14** | **1.RML.3-14** |

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| **Unit of Study:** | **Unit 3 Readers Meet the Characters in our Books** |
| **Teaching point:** | Readers understand how character’s feelings change by making text-to-self connections pg. 56, 62  Los lectores hacen conexiones para entender cómo cambian los sentimientos de los personajes. |
| **Catchy Phrase:** | **“Would I feel (touch heart) the same way as the character?”**  **¿Me sentiría igual que el personaje?** |
| **Text:** | A Chair for My Mother/Un sillón para mi mamá- Vera B. Williams or When Sofia Gets Angry-Molly Bang |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details.  1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  We’ve been learning a lot about our characters. Yesterday we started talking about and identifying our characters’ feelings. How their feelings change from the beginning to the end of story.  Now we are going to see how we can make connections and think about if we would feel the same way as the character? We will ask ourselves “Would I feel (touch heart) the same way as the character?” As we do this we will mark these parts to share with our partners. |
| **Teach:**  Let me show you how this works. We are going to think about how they are feeling and make connections with our feelings. Maybe the same thing has happened to us. Maybe something that the character feels we have also felt.  Remember when she and her mom were coming home from shopping? They were enjoying each other, talking about what they bought and looking at the flowers. They were content. I’m going to ask myself, “Would I feel (touch heart) the same way as the character?” I think I would, because when…… happened to me I felt content. (your own experience).  Next, they saw smoke and firefighters and then realized their house was on fire. They were so worried about their grandma. I’m going to ask myself, “Would I feel (touch heart) the same way as the character?” I think I would, because when…… happened to me I felt worried. (your own experience).  (You might also give a negative answer depending on the book you are using. For example, a character might feel scared when they see a snake, where as someone might be excited to see a snake.)  “I would feel \_\_\_\_\_\_\_\_ like the character did, because\_\_\_\_\_\_.” OR “I would *not* feel \_\_\_\_\_\_\_\_ like the character did, because \_\_\_\_\_\_\_\_\_.” |
| **Active Involvement:**  Now it’s your turn. We are going to try this out with our partner.  Remember the next part of the story, they were scared because they didn’t know if everyone got out safely. I want you to ask yourselves “Would I feel (touch heart) the same way as the character?”  Think to yourselves for just a moment. Now, Partner A turn to partner B and share if you would feel the same.  Use this frame:  “I would feel \_\_\_\_\_\_\_\_ like the character did, because\_\_\_\_\_\_.” OR “I would *not* feel \_\_\_\_\_\_\_\_ like the character did, because \_\_\_\_\_\_\_\_\_.”(have this posted on the board or on sentence strip)  Ok, let’s try this again. Later in the story, they feel grateful for all of the help from the neighborhood and family. I’m going to ask myself “Would I feel (touch heart) the same way as the character?” I think I would, because when…… happened to me I felt grateful.  Think to yourselves for just a moment. Now, Partner B turn to partner A and share if you would feel the same. Use this frame (have this posted on the board or on sentence strip  “I would feel \_\_\_\_\_\_\_\_ like the character did, because\_\_\_\_\_\_.” OR “I would *not* feel \_\_\_\_\_\_\_\_ like the character did, because \_\_\_\_\_\_\_\_\_.”  I heard \_\_\_\_ and \_\_\_\_\_\_ say\_\_\_\_\_\_\_\_... (share a couple of student examples) |
| **Link:**  When you’re reading your own books, remember to ask yourselves’, “Would I feel (touch heart) the same way as the character?” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 15** | **1.RML.3-15** |

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| **Unit of Study:** | **Unit 3 Readers Meet the Characters in our Books** |
| **Goal:** | *Readers make connections between characters pg. 63* |
| **Teaching point:** | * *Readers understand their character’s feelings by comparing them to characters in other books pg. 56, 63*   **Los lectores comparan los personajes de su libro con personajes de otros libros para entender sus sentimientos.** |
| **Text:** | **Owen, Chrysanthemum by Kevin Henkes** |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details.  1.RL.9 Compare and contrast the adventures and experiences of characters in stories. |
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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  *How this fits in with what we’ve been doing**(1-2 minutes)*  *We’ve been learning a lot about character’s feelings and how we can make connections. Now we are going to see how we can make connections between characters in different books .One way we do this is by thinking how 2 different characters feel the same. Good readers understand their character’s feelings by comparing them to characters in other books.*   * ***Sometimes characters in two different books feel the same way.*** |
| ***Teach:***   * *Demonstration- Use 2 previously read books where 2 characters have similar feelings.*   I remember that in this book, Chrysanthemum, she feels sad because people are making fun of her name. In this other book, Owen, he feels sad because he is told he is too old for his blanket.  Hmmmm… both of these characters feel sad.  **“*Sometimes characters feel the same way.”***   * *Teachers says, “(Character A-hold up left hand) feels (touch heart) (feeling) just like (Character B –hold up right hand).”* |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  *Teacher uses another book or 2 books where characters have similar feelings.*  *Okay, so now with your partner we are going to see how two other characters feel. Partner A,whisper to partner B, how the character feels in this book. (Teacher holds up first book).*  *Now, partner B, whisper to partner A, how the character feels in this book.*  *Show me thumbs up if you and your partner’s characters felt the same way. Great job, remember that good readers understand their character’s feelings by comparing them to characters in other books.*   * ***Sometimes characters feel the same way.***   *A/B partners talk about how characters feel the same and say, “(Character A-hold up left hand) feels (touch heart) (feeling) just like (Character B –hold up right hand).”* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  *When your reading your own books, remember to think about how your characters feel because readers understand their character’s feelings by comparing them to characters in other books.*   * **“Sometimes characters feel the same way.”** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 16** | **1.RML.3-16** |

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| **Unit of Study:** | **Unit 3 Readers Meet the Characters in our Books** |
| **Goal:** | **Readers Notice Characters Feelings and How They Change.** |
| **Teaching point:** | Readers understand the characters’ feelings by thinking about the lessons that the characters learned pg. 57  Los lectores piensan en las lecciones que aprenden los personajes para entender cómo cambian sus sentimientos. **(Catchy Phrase:** “Characters’ feelings change when they learn a lesson.”**)**  **Los sentimientos de los personajes cambian cuando aprenden una lección.** |
| **Text:** | Chrysanthemum/Crisantemo -Kevin Henkes & Gato Gruñon va a la escuela/Crabby Cat Goes To School (from Good Habits Great Readers) |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details.  1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  The other day we noticed a change in the character’s feelings and thought about why that change may have occurred. Today we are going to ask ourselves, “did the character learn something here?” S0ometimes a change in our characters’ feelings can lead us to a lesson they learned.  “Characters’ feelings change when they learn a lesson.” |
| **Teach:** Watch me as I show you how this works. Remember when we read Chrysanthemum and at first she was happy with herself because her name was so unique, but then when her classmates were making fun of her, she was sad and didn’t like her name anymore. Toward the end of the story, she was happy again, and proud of her name because her music teacher loved her name and had a name like hers.  See, her feelings changed! “Characters’ feelings change when they learn a lesson”, so now I’m going to ask myself , “did the character learn something here?” “I think the character learned to accept herself for who she is.”  Show students the posted sentence frame: “I think the character learned \_\_\_\_\_\_\_\_\_\_\_.” Students repeat the sentence frame with teacher. |
| **Active Involvement:**  Remember when we read Crabby Cat Goes To School? (Teacher does a quick picture walk & talks through the part where his feelings change.) We can see here that his feelings changed: before, he was feeling really crabby, and then after his friends wouldn’t talk to him anymore, he decided to be nice, and he was feeling calm.  See, his feelings changed! “Characters’ feelings change when they learn a lesson”, so now I want you to ask yourselves’, “did the character learn something here?” Take a moment to think… Use this sentence frame (point to frame on poster/sentence strip). OK, Partner A, tell your partner what you think the character learned.  (Repeat process with Partner B sharing.)  Share a couple different partner examples with class (good examples). |
| **Link:**  Send students off with a purpose… (1-2 minutes) When you’re reading your own books, remember, “Characters’ feelings change when they learn a lesson.” |
| **Mid-Workshop Teaching Point:**  Class, show me a “thumbs up” if you noticed a character whose feelings changed because learned a lesson in one of your books today! Remember, “Characters’ feelings change when they learn a lesson.” |
| **Share:**  (Gather students back together) “Characters’ feelings change when they learn a lesson.” Have two or three students share a part of one their books where they noticed a character whose feelings changed because they learned a lesson. |

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| **Unit 3 Mini Lesson 17** | **1.RML.3-17** |

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| **Unit of Study:** | **Unit 3 Readers Meet the Characters in our Books** |
| **Goal:** | **Readers Notice Characters’ feelings and how they change.** |
| **Teaching point:** | *Readers can prove their ideas by showing where the ideas can be found in the story pg. 57, 63*  *Los lectores muestran evidencia del libro para comprobar sus ideas.*  ***Catchy Phrase:***  *I can prove it!*  *¡Yo lo puedo comprobar!* |
| **Text:** | **2 previously read texts with same feelings. (Grouchy Ladybug and When Sofie Gets Angry)** |
| **Standard:** | 1.SL.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  *How this fits in with what we’ve been doing**(1-2 minutes)*  *We’ve been learning a lot about characters’ feelings and how they change in a story. We have learned that we can make connections between stories by noticing the characters feelings. Today we are going to learn how to prove our ideas by showing where we found them in our books. We can say “I can prove it!”.*   * *I can prove it!* |
| ***Teach:***   * *Demonstration- Use 2 previously read books.*   *Let me see…Remember when we read The Very Grouchy Ladybug? I remember that the ladybug was really grouchy. I can prove it by opening my book and finding a page where the ladybug is so grouchy it says “Do you want to fight?” (open book and point to picture of Grouchy Ladybug). I can tell it is mad because it has a really mad expression and it didn’t want to share the aphids. Now in this other book we read, When Sofie Gets Angry, Really, Really Angry… I remember that she was REALLY mad too because she didn’t want to share her gorilla. Here, look right here (point to picture of her pulling her gorilla from her sibling) she doesn’t want to share her gorilla. It’s just like the Ladybug who didn’t want to share the aphids. Both characters were mad and I proved it by finding it in the stories!*  *Readers can prove their ideas by showing where the ideas can be found in the story.* |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  *Teacher uses 2 different previously read big books that deal with other emotions.*   * **Teacher turns to a chosen page in the book and tells partner A to state their idea and prove it using the language and pointing at the page.** * **“I think \_\_\_\_\_\_\_.** *I can prove it because\_\_\_\_\_\_\_\_\_\_\_\_!”* * *Teacher flips to another chosen page and asks partner B to do the same thing.* * *Share a couple of different partner examples with class. (Good examples)* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  *When your reading your own books, remember that you can prove your ideas by showing where the ideas can be found in the story and by saying to yourself:*   * **“I can prove it because\_\_\_\_\_\_\_\_\_\_\_!”** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |