**Unit 7 Table of Contents**

*Dramatizing Characters & Deepening our Comprehension in Reading Clubs*

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| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers can be movie stars by using their voice, their body and their face to show the character’s feelings.  Los lectores pueden ser “estrellas de cines” utilizando su voz, cuerpo, y expresiones faciales para mostrar las sentimientos de las personajes.  Читатели могут быть актерами используя свой голос, жесты и мимику лица, чтобы показать героев из книги. | 12-13 |
| [Lesson 2](#lesson2) | Readers become the characters by using their facial expressions and gestures.  Nos convertimos a nuestros personajes cuando usamos sus expresiones faciales y gestos.  Поставить себя на место героев—используя мимику лица, руки, плечи (жесты) | 14-15 |
| [Lesson 3](#lesson3) | Readers show how a character is feeling by reading that part aloud using the right volume and tone.  Los lectores muestran cómo se siente un personaje y leyendo esa parte en voz alta usando expresión y entonación. | 16-17 |
| [Lesson 4](#lesson4) | Readers show when characters’ feelings change by making their voices change.  Los lectores muestran cuando los sentimientos de los personajes cambian cambiando el tono de voz al leer.  Читатели показывают голосом, как меняются чувства главного героя, читатели меняют голос, когда меняются чувства главного героя. | 18-19 |
| [Lesson 5](#lesson5) | Readers get the tone and expression just right by rereading.  Los lectores usan el tono y la expresión perfecta cuando leen y vuelven a leer.  Читатели показывают голосом, как меняются чувства главного героя, читатели меняют голос, когда меняются чувства главного героя. | 20-21 |
| [Lesson 6](#lesson6) | Readers match their voices to the story by using dialogue tags and punctuation to guide their reading.  El diálogo y la puntuación ayuda a los lectores a leer usando una voz adecuada.  Слова и пунктуация в диалогаx помогают читателям представить голос героя в рассказе. | 22-23 |
| [Lesson 7](#lesson7) | Readers can become their own directors by thinking about what is important and acting out the scene in their mind.  Los lectores pueden ser sus propios directores pensando en las partes importantes e imaginando una escena en su mente.  Читатели, как и режиссёры, представляют в уме сцену прежде чем её начать играть.  Режиссеры учат актёров, как играть на сцене (думают о том, что важно) Читатели могут стать режиссерами для себя. | 24-25 |
| [Lesson 8](#lesson8) | Readers change the picture in their mind by noticing when the story tells them something different.  Los lectores cambian la imagen en su mente cuando la historia cuenta algo diferente.  Читатели меняют картинки в уме, когда в истории меняется действие. | 26-27 |
| [Lesson 9](#lesson9) | Directors help the actors read fluently by reminding them to show the characters’ feelings with their voice.  Los directores ayudan a los actores a leer con fluidez recordándoles que cambian su voz cuando los sentimientos de los personajes han cambiado. Режиссёры помогают актерам, как лучше показать главного героя жестами, мимикой лица и голосом. | 28-29 |
| [Lesson 10](#lesson10) | Directors help actors choose the character’s voice by reminding them of when their feelings have changed.  Los directores ayudan a los actores a escoger la voz adecuada del personaje recordándoles que sus sentimientos han cambiado.  Читатели, как и режиссёры, обращают особое внимание на эмоции и действия героя и соблюдают чтобы они (эмоции и действия) были правдивыми, даже если они меняются. | 30-32 |
| [Lesson 11](#lesson11) | Readers understand how characters interact by thinking about how their words and actions affect each other.  Los lectores entienden como los personajes interactúan cuando piensan en como sus palabras y acciones les afectan.  Читателям нужно подумать, как герои влияют друг на друга. Мы можем подумать о словаx и действияx героев и как слова и действия влияют на этиx героев | 33-35 |
| [Lesson 12](#lesson12) | Readers become successful reading club members by listening, questioning and responding to each other.  Los lectores son exitosos cuando se escuchan, se hacen preguntas y se responden entre ellos. | 36-37 |
| [Lesson 13](#lesson13) | Readers learn about their characters by stopping after chunks of text and asking themselves, “What is going on so far, what are the characters doing and saying?”  Los lectores paran después de leer partes del texto y se preguntan ¿Qué ha pasado hasta este punto? ¿Qué están haciendo y diciendo los personajes?  Читатели остановливаются после прочитаной части текста и задают себе вопрос, “Что происxодит с героем в данный момент?” | 38-40 |
| [Lesson 14](#lesson14) | Readers know how to act our scenes in their mind by paying attention to patterns in character behavior. | 41-43 |
| [Lesson 15](#lesson15) | Readers figure out what will happen next by recognizing patterns in a characters behavior.  Los lectores reconocen patrones en el comportamiento del personaje y anticipan lo que va a pasar.  Читатели распознают последовательность поведения представляя в уме, что случится дальше. | 44-45 |
| [Lesson 16](#lesson16) | Readers understand their characters by looking at their actions.  Los lectores comprenden los personajes observando sus acciones.  Читатели понимают своиx главныx героев представляя иx поведение. | 46-47 |
| [Lesson 17](#lesson17) | Readers understand the events and behaviors that occur in their books by comparing and contrasting them with other books.  Los lectores comparan y contrastan los eventos y el comportamiento de los personajes a través de diferentes libros.  Читатели сравнивают события и поведение героя через книги об одном герое (Оливия). | 48-49 |
| [Lesson 18](#lesson18) | Book club members help each other read challenging books by asking and answering thoughtful questions.  Los compañeros de lectura se ayudan a leer haciéndose y contestando preguntas inteligentes. | 50-51 |
| [Lesson 19](#lesson19) | Book club members help each other read challenging texts by reminding each other to use the strategies they already know.  Los lectores le recuerdan a sus compañeros de lectura que deben utilizar las estrategias que ya conocen para leer textos dificiles. | 52-54 |
| [Lesson 20](#lesson20) | Book club members understand characters more deeply by making a plan on how to study them. | 55-57 |

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| Grade 1 Reading Unit 7  Dates  April 22 to May 23  Unit of Study Planning Template |

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| Unit: | *Dramatizing Characters and Deepening Our Comprehension In Reading Clubs* |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * *Partners read and reread, paying attention to what characters are thinking and feeling, and use smooth storytelling voices to bring out characters’ thoughts and feelings.* * *Readers- like actors (movie stars) and directors- find the important moments in stories and talk and think more deeply about them.* * *Readers pay attention to patterns to predict and understand characters- and we share our discoveries to grow our understandings.* * *Readers read and reread more challenging books with our book clubs.* |

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

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| Standards: | Reading- Foundational Skills  1.RF.1 Demonstrate understanding of the organization and basic features of print.   1. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).   1.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   Reading- Literature  1.RL.1 Ask and answer questions about key details in a text.  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.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  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 & 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. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion.   1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  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. |

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| Key Vocabulary: | Director, movie star, theatre, visualize, mental images, clues, feelings, evidence, partnerships, book club, compare & contrast, theory/ies, notice, pattern, problem, twist, challenge/challenging book), tone, facial expressions, gestures |

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| Anchor Texts: | Frog and Toad, Clifford, Piggie and Gerald, Pigeon books Mo Willems, Franklin, Olivia series, Goldilocks and the 3 Bears- Reader’s Theatre (any traditional literature titles), Junie B. Jones, Clifford, or Franklin books, Magic Tree House (as a read aloud), A-Z Mysteries (as a read aloud) |

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| Other Resources: | * Jennifer Serravallo- “Teaching Reading in Small Groups” * Kathy Collins- “Reading for Real” * 2 Charts( Procedure-Roles/Good questions) |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE* | *SUMMATIVE* |
| * Checklist * Running Records * Anecdotal Notes | * Checklist |

Unit of Study At A Glance Planner

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| *Unit 7: Dramatizing Characters and Deepening Our Comprehension In Reading Clubs* | | | |
| **GOAL:**  *Partners read and reread, paying attention to what characters are thinking and feeling, and use smooth storytelling voices to bring out characters’ thoughts and feelings.* | **GOAL:**  *Readers- like actors (movie stars) and directors- find the important moments in stories and talk and think more deeply about them.* | **GOAL:**  *Readers pay attention to patterns to predict and understand characters- and we share our discoveries to grow our understandings.* | **GOAL:**  *Readers read and reread more challenging books with our book clubs.* |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers can be movie stars by using their voice, their body and their face to show the character’s feelings. (p.111)   1.RML.7-1   * Readers become the characters by using their facial expressions and gestures. (p.111-112)   1.RML.7-2   * Readers show how a character is feeling by reading that part aloud using the right volume and tone. (p. 112)   1.RML.7-3   * Readers show when characters’ feelings change by making their voices change. (p.112)   1.RML.7-4   * Readers get the tone and expression just right by re-reading.   (p. 113)  1.RML.7-5   * Readers match their voices to the story by using dialogue tags and punctuation to guide their reading. (p. 113)   1.RML.7-6 | * Readers can become their own directors by thinking about what is important and acting out the scene in their mind.   1.RML.7-7   * Readers change the picture in their mind by noticing when the story tells them something different.   1.RML.7-8   * Directors help the actors read fluently by reminding them to show the characters’ feelings with their voice. (p.115)   1.RML.7-9   * Directors help actors choose the character’s voice by reminding them of when their feelings have changed. (p. 115)   MWTP- Readers use sticky notes to pay close attention to a story and when characters change.  1.RML.7-10   * Readers understand how characters interact, by thinking about how their words and actions affect each other. (p.118-119)   MWTP-Reading partnerships study their story well enough that they are equally able to play the part of director, or movie star.  1.RML.7-11 | * Readers become successful reading club members by listening, questioning and responding to each other. (p.117)   1.RML.7-12   * Readers learn about their characters by stopping after chunks of text and asking themselves, “What is going on so far, what are the characters doing and saying?” (p.120-121)   1.RML.7-13   * Readers know how to act our scenes in their mind by paying attention to patterns in character behavior. (p. 119, 121)   1.RML.7-14   * Readers figure out what will happen next by recognizing patterns in a character’s behavior. (p. 119)   MWTP –Readers predict how their characters will think and behave. (p. 118)  1.RML.7-15   * Readers understand their characters by looking at their actions. (p.119)   1.RML.7-16   * Readers understand the events and behaviors that occur in their books by comparing and contrasting them with other books. (p. 120)   1.RML.7-17 | * Book club members help each other read challenging books by asking and answering thoughtful questions. (p. 121)   1.RML.7-18   * Book club members help each other read challenging texts by reminding each other to use the strategies they already know. (p.121)   1.RML.7-19   * Book club members understand characters more deeply by making a plan on how to study them. (p. 121) 1.RML.7-20 |

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| **WORKSHOP CALENDAR FOR:** | Grade 1, Reading Unit 7 |  |
| **Unit of Study: Unit 7** | *Dramatizing Characters and Deepening Our Comprehension In Reading Clubs* |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| *Readers can be movie stars by using their voice, their body and their face to show the character’s feelings. (p.111) 1.RML.7-1* | *Readers become their characters by using their facial expressions and gestures. (gestures) (p.111-112) 1.RML.7-2* | *Readers show how a character is feeling by reading that part aloud using the right volume and tone. (p. 112) 1.RML.7-3* | *Readers show when characters’ feelings change by making their voices change. (p.112) 1.RML.7-4* | No school |
| *Readers get the tone and expression just right by rereading. (p. 113) 1.RML.7-5* | *Readers match their voices to the story by using dialogue tags and punctuation to guide their reading. (p. 113) 1.RML.7-6* | *Readers can become their own directors by thinking about what is important and acting out the scene in their mind. (p. 114) 1.RML.7-7* | Re*aders change the picture in their mind by noticing when the story tells them something different. (p. 115) 1.RML.7-8* | *Directors help the actors read fluently by reminding them to show the characters’ feelings with their voice. (p. 115) 1.RML.7-9* |
| *Directors help actors choose the character’s voice by reminding them of when their feelings have changed. (p. 115)*  *1.RML.7-10* | *Readers understand how characters interact, by thinking about how their words and actions affect each other.(p. 118-119)*  *1.RML.7-11* | *Minilesson choice day* | Readers become successful reading club members by listening, questioning and responding to each other. *(p. 117) 1.RML.7-12* | *Readers learn about their characters by stopping after chunks of text and by asking themselves, “What is going on so far, what are the characters doing and saying?” (pp. 120, 121)*  *1.RML.7-13* |
| Readers know how to act our scenes in their mind by paying attention to patterns in character behavior.*. (p. 119, 121)*  *1.RML.7-14* | *Readers figure out what will happen next by recognizing patterns in a character’s behavior. (p. 119)*  *1.RML.7-15* | *Readers understand their characters by looking at their actions. (p. 119)*  *1.RML.7-16* | *Readers understand the events and behaviors that occur in their books by comparing and contrasting them with other books.*  *(p. 120) 1.RML.7-17* | *Minilesson choice day* |
| *Book club members help each other read challenging books by asking and answering thoughtful questions. (p. 121)*  *1.RML.7-18* | *Book club members help each other read challenging texts by reminding each other to use the strategies they already know. (p. 121)*  *1.RML.7-19* | *Book club members understand characters more deeply by making a plan on how to study them. (p. 121) 1.RML.7-20* | *Celebration of unit* |  |

**Unit of Study Assessment Checklist**

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| **Unit 7: Dramatizing Characters and Deepening Our Comprehension In Reading Clubs** |

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| Name | Uses clues from the text to understand their characters; actions and feelings. | Uses voice to show characters’ feelings. | Participates in book club | Identifies similarities in characters | Identifies differences in characters | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 7 Mini Lesson 1** |

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| **Unit of Study:** | Dramatizing Characters and Deepening Our Comprehension  in Reading Clubs |
| **Goal:** | Readers Read and Reread, Paying Attention to What Characters Are Thinking and Feeling, and Use Smooth Storytelling Voices to Bring Out Characters’ Thoughts and Feelings |
| **Teaching point** *(Kid language!)***:** | Readers can be movie stars by using their voice, their body and their face to show the character’s feelings.  *Los lectores pueden ser “estrellas de cine” utilizando su voz, cuerpo, y expresiones faciales para mostrar los sentimientos de las personajes.*  **Читатели могут быть актерами используя свой голос, жесты и мимику лица, чтобы показать героев из книги.** |
| **Catchy phrase:** | I use my voice, my face and my body.  *Yo uso mi voz, mi cara y mi cuerpo.*  Я покажу голосом, мимикой и жестами. |
| **Text:** | The 3 Little Bears/Los tres ositos |
| **Chart(?):** |  |
| **Standard:** | 1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Have you ever seen the t.v. show I-Carly (or another familiar T.V. show)? Are Carly and Freddy real people? NO, they are actors playing those characters. To become Carly and Freddy, the actors “Miranda and Nathan” have to read their parts and practice, practice, practice to make the character come alive. They become the characters. That’s what we’re going to be doing in this new unit. You’re going to be the movie stars from your books and make the characters come alive by using our voices, our faces and our bodies***.*** Readers can be movie stars by using their voice, their body and their face to show the character’s feelings. |
| ***Teach:***  *Watch and listen to how I’m going to become the character.*  *(Teacher reads the part where Goldilocks enters and smells the porridge and thinks aloud.)*  *What is Goldilocks thinking? I think she is really tired and hungry. Then she smells the delicious aroma of porridge. Maybe her tummy grumbles. Okay, I need to use my voice, body and face to show it because,* readers can be movie stars by using their voice, their body and their face to show the character’s feelings, so that is what I am going to do!  *(Teacher pretends to smell the porridge and makes an expression and gesture showing how good the porridge smells.) That smells good!*  *Did you see that? Did you see how I used* my voice, my body and my face? I’m an actor! I became Goldilocks!  *Watch and listen again as I become Goldilocks again.*  *(Then the teacher reads the part where Goldilocks tastes the porridge from the big bowl and it’s too hot.)*  I use my voice, my body and my face because readers can be movie stars by using their voice, their body and their face to show the character’s feelings. Wow, here I think she is sad because she burned her tongue on the hot porridge. So I need to show that.  *(Teacher makes an expression showing how hot it is.)*  *That’s too hot!*  *Remember,* readers can be movie stars by using their voice, their body and their face to show the character’s feelings. |
| ***Active Involvement:***  *(Teacher reads part where Goldilocks tastes the medium bowl of porridge)*  *Okay, now it is your turn to be actors. Think about how Goldilocks feels and what she does when she tastes the porridge here. Use your face, body and voice to say and show, “That’s too cold!”*  *Great job actors!*  *Now you’re going to practice with a partner. Partner A will pretend to be papá bear. After I read the part, Partner A will turn to Partner B and say in an angry voice what papá bear said.*  Remember, I use my voice, my body and my face.  *(Teacher reads papá bear’s part and says) “Partner A, turn and act.”*  *Repeat steps with Partner B doing baby bear’s part.* |
| ***Link:***  *Remember, as you go and read today,* readers can be movie stars by using their voice, their body and their face to show the character’s feelings. |
| **Mid-Workshop Teaching Point:**  *You are doing so great at becoming the characters from your books as you read. Remember that you can do this with any fictional book by trying to become the character as we read.* |
| **Share:** |

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| **Unit 7 Mini Lesson 2** |

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| **Unit of Study:** | Dramatizing Characters and Deepening our Comprehension in Reading Clubs |
| **Goal:** | Readers read and reread, paying attention to what characters are thinking and feeling, and use smooth storytelling voices to bring out characters’ thoughts and feelings. |
| **Teaching point** *(Kid language!)***:** | Readers become the characters by using their facial expressions and gestures.  *Nos convertimos ennuestros personajes usando expresiones faciales y gestos.*  *Поставить себя на место героев—используя мимику лица, руки, плечи (жесты)* |
| **Catchy phrase:** | My character does this! (students model with their body)  *Mi personaje hace esto…*  Мой герой будет ... |
| **Text:** | The Three Little Pigs |
| **Chart(?):** | Vocabulary Chart with pictures including the following vocabulary: body language, expression, gestures (this chart will be added to in future) |
| **Standard:** | 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***:  Did you like pretending to be actors like we did yesterday? (teacher should use a very excited voice) Today we’re going to become even better actors and learn how to use our bodies and the expressions on our faces to show how the character is feeling because we become our characters by using facila expression and gestures.  (Make vocabulary chart with pictures (opt) in front of students.) |
| ***Teach:***  (Demonstration): We’re going to use this book (The Three Little Pigs) to see if we can look at the pictures and figure out how a character might be feeling, then use our own bodies to act like they do. When I figure out what the character is feeling, I’m going to say, “My character does this!“ because we become our characters by using our hands, face, shoulders, and gestures (and model this with your body). Watch and listen as I read. (Teacher reads a page from the book and models acting out different parts to show what the character is thinking.)  What is the little pig thinking? Hmmm, I think the mama pig is sad because her piglets are leaving home. So I am going to act sad. I think she would look like this (show sad face and give a little sniffle) My character does this!  (Teacher demonstrates again thinking aloud: What is he feeling? What does his voice sound like?)  Remember, we become our characters by using facial expressions and gestures. |
| ***Active Involvement:***  Now, I’m going to read and I want you to think about what the second little pig might be thinking. Remember, when you think you’ve figures out what your character is feeling I want to hear you say, My character does this! AND show me with your body. (Teacher reads a passage) Partner A pretend to be the second little pig. Partner A tells partner B what he is feeling.  Partner B it’s your turn! You get to pretend to BE the second little pig. Act like him and say my character does this! Because we become our characters by using facial expressions and gestures . |
| ***Link:***  Today find one book that has a character that you know is either sad, happy, mad etc. and practice using your facial expressions, your body language and your voice to act it out just like they would. Remember to say, My character does this! Before acting it out because we become our characters by using facial expressions and gestures. |
| **Mid-Workshop Teaching Point:**  *Make sure you are practicing to use your body language, facial expressions AND your voice to become the character in your book. Try all three!!!* |

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| **Unit 7 Mini Lesson 3** |

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| Unit of Study: | Dramatizing Characters and Deepening our Comprehension in Reading Clubs |
| Goal: | Readers read and reread, paying attention to what characters are thinking and feeling, and use smooth storytelling voices to bring out characters’ thoughts and feelings. |
| Teaching point *(Kid language!)*: | Readers show how a character is feeling by reading that part aloud using the right volume and tone.  Los lectores muestran cómo se siente un personaje leyendo esa parte en voz alta usando expresión y entonación. |
| Catchy phrase: | My character sounds like this…! Mi personaje suena asi…! |
| Text: | Little Red Hen (or any text with dramatic dialogue) |
| Chart(?): | Add the word *volume* and *tone* to the vocabulary chart. |
| Standard: | 1.RF.4 b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |

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| Mini Lesson: (7-10 minutes total)  *Connection:*  We are becoming experts on using our bodies, our facial expressions and gestures to act out how a character is feeling. Today, we are going to use our VOICES to show how a character may be feeling. |
| *Teach:*  Your voice can sound many different ways. It can sound very loud (make a loud sound), it can be very soft like a whisper (make a whisper sound). This is called volume (add to chart). It can show that we are sad, happy or even tired when we go up (demonstrate) or down. That is called tone (add to chart).  We use our voice, along with our expressions and gestures to show how we are feeling. Watch me as I read.  (Read beginning of Little Red Hen, adjusting the volume and tone of your voice as you go.)  She is excited at the beginning when she asks her friends to help her plant the grain. When we see the characters expression change, we are going to say, My character sounds like this…! And the change our voice to match the characters face because readers show how a character is feeling by reading that part aloud using the right volume and tone. Watch as I demonstrate what I think her excited voice might sound like (Demonstrate excited voice). |
| *Active Involvement:*  Now let’s look at what the friends have to say. Look at their faces. Do they look excited to you? Would you use the same voice as the Hen? Or wouldl they sound happy? Sad? Bored?  Partner A please look at the expressions in the picture and then turn to partner B and say …My character sounds like this…! and practice what kind of voice you think the Hens friends will use because readers show how a character is feeling by reading that part aloud using the right volume and tone.  *(*When partner A finishes, read the next few pages until wheat is ready to cut).  Now partner B, it’s your turn. Hen just asked his friends to help him cut the wheat. Look at their expressions and tell partner A what you think their voices are going to sound like. Start with, My character sounds like this…! |
| *Link:*  Now it’s your turn to practice on your own. When you come to a page in your book, look at the expression on your characters face. Then change the volume and tone of your voice to match their facial expressions because, readers show how a character is feeling by reading that part aloud using the right volume and tone. Remember to say to yourself, My character sounds like this…! |
| Mid-Workshop Teaching Point:  Is your voice changing with the characters expression? Is your volume getting LOUDER and softer? Is your tone changing from happy to sad? Or from bored to excited? Make sure your voice is matching the facial expression of your character. |
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| **Unit 7 Mini Lesson 4** |

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| Unit of Study: | Dramatizing Characters and Deepening Our Comprehension in Reading Clubs |
| Goal: | Readers Read and Reread, Paying Attention to What Characters Are Thinking and Feeling, and Use Smooth Storytelling Voices to Bring Out Characters’ Thoughts and Feelings |
| Teaching point *(Kid language!)*: | Readers show when characters’ feelings change by making their voices change.  Los lectores muestran cuando los sentimientos de los personajes cambian cambiando el tono de su voz al leer.  Читатели показывают голосом, как меняются чувства главного героя, читатели меняют голос, когда меняются чувства главного героя. |
| Catchy phrase: | *If the character changes, our voice changes too.*  *Si los personajes cambian, nuestra voz cambia también.*  *Если главный герой поменялся, наш голос тоже меняется.* |
| Text: | The Little Red Hen |
| Chart(?): |  |
| Standard: | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.  Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |

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| **Mini Lesson:**  ***Connection:***  Today, we’re going to be acting like the characters in our books. Remember our story about the Little Red Hen? When the Little Red Hen finds the grain of wheat, she gets excited. Yesterday, we learned how to use tone and volume of voice to show how she felt excited. Today we will also notice when the character’s feelings might be changing and how our voices should change with the character’s feelings. If the character changes, our voice changes too because, readers show when characters’ feelings change by making their voices change. |
| ***Teach:***  Now that we know how to use tone and volume to help make our characters come to come to life, today we are going to learn how to use owr tone of voice to show how our characters’ feelings change.  If the character changes, our voice changes too. Readers show when characters’ feelings change by making their voices change.  Now listen carefully to how the Little Red Hen’s voice changes throughout the story. (Read sections/ page where the Little Red Hen is excited about making the bread but WITHOUT EXPRESSION)  Hmmm…I think Little Red Hen is excited because she has an idea to use the grain to make bread with her friends. But, oh my goodness. My voice and tone didn’t show that she was excited. I need to remember that my voice needs to match my characters feelings. Let me try it again. (read again WITH EXPRESSION).  Did you hear how I used an excited tone of voice? I did it! I made my voice and tone match my characters feelings.  Now listen to this part. (Read part where Little Red Hen is grumpy because the other characters aren’t helping but still in an excited tone)  Uh, oh….that doesn’t sound right! She isn’t excited now, she is sad. I think the character’s feelings are changing. Now she feels grumpy, so when the character changes, the voice I use has to change too. I’m going to read with a grumpy voice this time because readers show when characters’ feelings change by making their voices change.  If the character changes, our voice changes too.  (Reread the grumpy part again, this time using a grumpy voice.)  Did you hear how her voice changed because her feelings changed? She’s not excited anymore, now she’s grumpy. |
| ***Active Involvement:***  Now it’s your turn to give it a try. I’m going to read the part about one of the other characters (dog or cat).  Partner A, tell your partner what tone of voice you will use to say this character’s lines and then give it a try.  Great job! Here’s what I saw and heard you do when you worked with your partner. (share)  (Turns to end of book where the cat or dog wants to eat the bread and reads)  Partner B, tell your partner what tone of voice you will use to say this character’s lines and then give it a try.  If the character changes, our voice changes too.  Here’s what I saw and heard you do when you worked with your partner (share ). |
| ***Link:***  Now that you know that the tone and volume of characters’ voices change as their feelings change, your job will be to pay attention to those changes so you can change your voice. Remember if the character changes, our voice changes too. Readers show when characters’ feelings change by making their voices change. |
| **Mid-Workshop Teaching Point:**  Tell students that when we read in our heads, we think about tone and volume. Even if we are reading in our heads, when the character’s feelings change, the voice in your head must change. |
| **Share:** |

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| **Unit 7 Mini Lesson 5** |

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| **Unit of Study:** | Dramatizing Characters and Deepening Our Comprehension  in Reading Clubs |
| **Goal:** | Readers Read and Reread, Paying Attention to What Characters Are Thinking and Feeling, and Use Smooth Storytelling Voices to Bring Out Characters’ Thoughts and Feelings |
| **Teaching point *(Kid language!)*:** | Readers get the tone and expression just right by rereading.  Los lectores usan el tono y la expresión perfecta cuando leen y vuelven a leer.  Читатели показывают голосом, как меняются чувства главного героя, читатели меняют голос, когда меняются чувства главного героя. |
| **Catchy phrase:** | Read, read and read it again  Leo, leo y vuelvo a leer  Читать, читать и читать снова. |
| **Text:** | The 3 Bears and The Little Red Hen  Book collection (book box, baggy, basket) |
| **Chart(?):** | Vocab chart |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |

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| **Mini Lesson:** (7-10 minutes total) |
| ***Connection:***  Remember when we talked about the actors from I-Carly? Just because they have played the same character again and again doesn’t mean that they stop practicing. It means that even when we’ve read a book a few times, we don’t stop reading it. We want to continue to get better and better so that our characters come to life. Readers need to get the tone and expression just right by reading and rereading. |
| ***Teach:***  We have been doing a lot of work on bringing our characters to life and making ourselves into great actors. Today we will read, read and read the books that we’ve been reading to get the tone and expression just right, just like actors do. Watch and listen as I show you how I can get better and better each time I read.  (Teacher reads a page with dialogue from The 3 Bears thinking aloud the first time and processing how each character should sound, but reading with a flat monotone and not in an appropriate expressive voice.)  Hmmm…here the Papa Bear is talking, so I need to read in a voice like Papa Bear, in low grumbling voice. I am going to go back and reread to make it sound better because, readers need to get the tone and expression just right by rereading.  (Teacher reads it again with a great Papa bear voice, but continues to read Mama bear’s voice in Papa Bear’s voice.)  Wow, I did much better with Papa Bear’s voice, but I accidently read Mama Bear’s part with a Papa Bear’s voice! I need to read, read and read it again so that I sound like all the characters. Let me try it again.  (Teacher reads it great this time.)  Wowee! Did you guys hear that? I did it perfectly! When readers reread they get the expression and tone just right! See how I can make it even better if I read, read and read it again? |
| ***Active Involvement:***  Now it is your turn to practice your books with your partners. You are going to take turns reading to each other form your book bags. Partner A will read first. Partner B, your job is to tell your partner how they are doing, if your partner doesn’t sound just right then tell them… read, read and read it again. When your partner does really great give them a thumbs up. Great job you guys (teacher shares out pairs that she/he saw monitoring each other well or that were reading well).  Great, now switch roles, Partner B: read, and Partner A: listen and respond.  Wow this time I heard …(share again). |
| ***Link:***  Now you go and read, read and read some of your books over again until the tone and expression sounds just right! Remember, readers need to get the tone and expression just right by rereading. Read, read and read it again! |
| **Mid-Workshop Teaching Point:**  Some of you might want to practice reading a book again in your head this time until the tone and expression sounds just right in your head. (Note to teachers: this is appropriate for students reading at about level 12+.) |
| **Share:** |

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| **Unit 7 Mini Lesson 6** |

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| **Unit of Study:** | Dramatizing Characters and Deepening Our comprehension In Reading Clubs |
| **Goal:** | Readers Read and Reread, Paying Attention to What Characters Are Thinking and Feeling, and Use Smooth Storytelling Voices to Bring Out Characters’ Thoughts and Feelings |
| **Teaching point *(Kid language!)*:** | *Readers match their voices to the story by using dialogue tags and punctuation to guide their reading.*  *El diálogo y la puntuación ayudan a los lectores a leer usando una voz adecuada.* Слова и пунктуация в диалогаx помогают читателям представить голос героя в рассказе. |
| **Catchy phrase:** | I can sound like my character! Listen to me!  *¡Yo me escucho como mi personaje! ¡Escúchenme!*  Я могу показать голосом, как разговаривает мой герой. Послушай меня! |
| **Text:** | Sheila Rae The Brave (Kevin Henkes) or other familiar text that has lot of tag words and varying punctuation. |
| **Chart(?):** | Make a chart with a list of tag words (yelled, shouted, cried, whispered, etc…) and punctuation marks ( ?, !, “ ” etc..) |
| **Standard:** | 1.RF.1 Demonstrate understanding of the organization and basic features of print.  a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:***  All year in first grade we have learned about different types of punctuation. We learned that when we come to a period we stop. When we come to a question mark, our voice goes up (teacher models). When we come to an exclamation mark, our voice gets louder (teacher models). But sometimes the author helps us even more by adding special words that we call tag words. Today we are going to learn about these special words. Dialogue tags and punctuation help readers by matching characters’ voices to the story. |
| ***Teach:***  (Teacher makes list of tag words on chart with students). These special words that the author uses, helps us to figure out what your voice should sound like. Real quickly I am going to make a list of some of these words. Let me see, the most common one is said. We see the word said in books lots of times. It usually just means that a character is talking in their normal everyday voice. Other tag words I know you have seen this year are: Yelled, cried, shouted and screamed. (Teacher adds them to the list.)  Authors also you punctuation marks to help us know how to read character dialogue. Like we just talked about we have !, ? and . (Teacher adds them to the list)  Now that we have our list of punctuation marks and tag words, I want you to watch me as I practice using different punctuation and tag words to sound like the character. When I come to a tag word or a punctuation mark, my voice is going to change and I am going to say:  I can sound like my character! Listen to me! Because, dialogue tags and punctuation help readers by matching characters’ voices to the story.  (Teacher models reading several pages from the book remembering to use the catchy phrase with different punctuation and tag words.)  Here, it says, “Yea! Yea! Sheila Rae, her friends yelled,” clapping their hands. How do you think their voice should sound? (Model reading it monotone.)  Does that match the tag word “yelled” and the exclamation marks? Is that how it would sound if I were yelling that?  Let me try that again (model with correct voice).  I can sound like my character! Listen to me! Remember dialogue tags and punctuation help readers by matching characters’ voices to the story. |
| ***Active Involvement:***  Now it’s your turn, I’m going to read a page from my book, I am going to pause when I come to a question mark, exclamation point, or tag word and I want you to say: I can sound like my character! Listen to me! (Repeat several times with the same book. EX: Read the page where Louise whispers “Am not.”)  What is the tag word in that sentence? Yes it is Whisper!  (Follow with several examples as students identify the punctuation or tag word. Remember dialogue tags and punctuation help readers by matching characters’ voices to the story. |
| ***Link:***  Now you get to go look for tag words, and punctuation marks in your own books. Remember when you come to a tag word or punctuation mark say: I can sound like my character! Listen to me! |
| ***Mid-Workshop Teaching Point:*** |

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| **Unit 7 Mini Lesson 7** |

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| **Unit of Study:** | Dramatizing characters and deepening our comprehension in reading clubs |
| **Goal:** | Readers, like actors and directors, find the important moments in stories and talk and think more deeply about them. |
| **Teaching point *(Kid language!)*:** | Readers can become their own directors by thinking about what is important and acting out the scene in their mind. Los lectores pueden ser sus propios directores pensando en las partes importantes e imaginando un escena en su mente.  Читатели, как и режиссёры, представляют в уме сцену прежде чем её начать играть.  Режиссеры учат актёров, как играть на сцене (думают о том, что важно) Читатели могут стать режиссерами для себя. |
| **Catchy phrase:** | Think first! Act it out in my mind!  Сначала подумаю! Потом покажу!  ¡Pienso primero! ¡lo imagino en mi mente! |
| **Text:** | Red Riding Hood (Benchmark Education Shared Reading Classics) |
| **Chart(?):** | What makes a good director? Chart (ongoing) |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details.  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:***  As movies stars, we have been playing the roles of characters in our stories. Real movie stars have people that guide them in how to play their character. These people have to know the “story” even better than the actors themselves, so they can tell the actors how to act during the most important parts. These people are called directors. Today, we are going to begin learning how to become a good director. (Begin to create “What makes a good director?” chart.)  Directors teach their actors to act out scenes in their mind (thinking about what is important) Readers can become their own directors by telling themselves, “Think first! Act later in my mind!” (Teacher uses gestures with the catchy phrase.) |
| ***Teach:***  (Teacher reads section of book where Red Riding Hood is walking through the forest with the wolf watching her. pg. 8-9),  I need to be my own director. I need to think first and act it out later in my mind! What are the most important things to know here?  I’m trying to imagine in my mind what this looks like.  In this version, little Red Riding Hood is riding her skateboard quickly through the forest. She gets off and picks the flowers. There’s a wolf watching her from behind a tree.  Now I’m going to act it out in my mind and I’m going be the characters.  (Teacher closes her eyes and visualizes the scene.)  Now, I’m going to imagine myself as Little Red Riding Hood. It’s getting darker in the forest and I bend down and pick some flowers.  Now, I’m going to imagine myself as the wolf. I’m peeking from behind the tree and watching Little Red Riding Hood. I’m thinking of a plan to catch her.  Think first! Act it out in my mind! |
| ***Active Involvement:***  Now you’re going to try being the director and acting the scene out for your partner. Remember, you need to think about what is important first.  (Teacher reads part where wolf arrives at grandma’s house. pg . 10-11)  Partner A, be the wolf and think about the important part of what he did. Tell your partner what you see in your mind.  Remember, Think first! Act it out in my mind!  (Teacher observes as students describe the action they see in their minds to their partners.)  Partner B, be the grandma. Think about the important part of what she did. Tell your partner what you see in your mind.  Remember, Think first! Act it out in my mind!  (Teacher observes.) |
| ***Link:***  *From now on, when you are reading with others or on your own, think like a director. Think about what is important in the scene before you act it out in your mind. Remember:* Think first! Act it out in my mind! |
| ***Mid-Workshop Teaching Point:***  Remember boys and girls to stop every few pages to think about what is happening. Ask yourself, “What is important to know about this part of the story?” Think first! Act it out in my mind! I’m going to give you a sticky note and I want you to mark a part that you could act out really well in your mind. Later, you will get to share that part with a partner. |
| ***Share*:**  Teacher chooses to 2 students to share the part where they put their sticky note in front of the group. Then have all students share their sticky note with a partner. |

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| **Unit 7 Mini Lesson 8** |

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| Unit of Study: | Dramatizing characters and deepening our comprehension in reading clubs |
| Goal: | Readers, like actors and directors, find the important moments in stories and talk and think more deeply about them. |
| Teaching point (kid language): | Readers change the picture in their mind by noticing when the story tells them something different.  Los lectores cambian la imagen en su mente cuando la historia cuenta algo diferente.  Читатели меняют картинки в уме, когда в истории меняется действие. |
| Catchy phrase: | “ In my mind I saw… now it changed…”  *“En mi mente yo vi… ahora se cambió…”*  Я представил/а картинку... теперь я знаю... |
| Text: | Red Riding Hood (Benchmark Education Shared Reading Classics) |
| Chart(?): | What makes a good director |
| Standard: | 1.RL.3 Describe characters, settings, and major events in a story, using key details.  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:***  We have been practicing being our own directors. Let’s look at the chart to remember how to be a good director. (Teacher points to chart.) Today we are going to practice changing the picture in our mind when the story tells us something different because readers change the picture in their mind by noticing when the story tells them something different. |
| ***Teach:***  I’m going to model for you how our pictures in our minds change as we read. We aren’t going to look at the pictures in the book yet so that we can focus on visualizing.  (Teacher reads the part where the wolf is dressed up like grandma but doesn’t show the picture to students. pg. 13 )  I’m going to describe to you the picture that I have in my mind. (Teacher sketches the picture as she describes it. Purposefully, don’t draw the wolf’s ears, eyes or teeth very large.)  I see the wolf wearing the grandma’s clothes. He is laying in her bed. Little Red Riding Hood is at the door.  Now I’m going to read a little more and see if anything changes.  (Teacher reads next part where Red Riding Hood enters but doesn’t show the pictures to the students. pg. 14)  Oh, now my picture is changing. I didn’t see the wolf’s ears very big. I’m going to change the picture in my head.  In my mind I saw… now it changed…  (Teacher also changes sketch to reflect the change.) Now, I see something different about Little Red Riding Hood. She is right by the bed, very close to the wolf. |
| ***Active Involvement:***  Are you ready to practice?  I’m going to read another page and Partner A will describe the picture that they see in their mind.  (Teacher reads pg where Red Riding Hood talks about how big the grandma’s eyes are. pg. 15)  Partner A, describe to your partner the picture that you have in your mind from this part.  (Teacher observes.)  I heard some partners saying that they saw the wolf with really big eyes in this part. The story tells us something different here so I’m going to change my picture. (Teacher changes the eyes in her sketch.)  (Teacher reads pg where Red Riding Hood talks about how big the grandma’s teeth are. pg. 16)  Partner B, describe to your partner the picture that you have in your mind from this part. Did the story change?  In my mind I saw… now it changed…  (Teacher observes.)  I heard some partners saying that they saw the wolf with really big teeth this time. The story tells us something different here so I’m going to change my picture. (Teacher changes the eyes in her sketch.) |
| ***Link:***  I’m going to give you a sticky note to mark a part where you saw a change in your mind. Be ready to share how the picture changed after you read another part.  In my mind I saw… now it changed… |
| ***Mid-Workshop Teaching Point:***  I want to tell you something else that changes the pictures in our minds. Sometimes, readers make a mistake when they are reading so the picture in their minds is incorrect. When they self-correct, the picture in their minds changes as well.  In my mind I saw… now it changed… |
| ***Share:***  Have 2 students share their sticky notes in front of the group. Then have all students share their sticky note with a partner.  Partners, use this phrase when you share:  In my mind I saw… now it changed… |

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| **Unit 7 Mini Lesson 9** |

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| **Unit of Study:** | Dramatizing Characters and Deepening our Comprehension |
| **Goal:** | 2: Readers-like actors (movie stars) and directors- find the important moments in stories and talk and think more deeply about them. |
| **Teaching point (Kid language!):** | Directors help the actors read fluently by reminding them to show the characters’ feelings with their voice.  Los directores ayudan a los actores a leer con fluidez recordandole que cambien su voz cuando los sentimientos del personaje han cambiado. Режиссёры помогают актерам, как лучше показать главного героя жестами, мимикой лица и голосом. |
| **Catchy phrase:** | **Cut! Show how the character feels!**  **¡Corte! Demuestre como se siente el personaje.**  Стоп! Покажи, как чувствует себя главный герой! |
| **Text:** | Red Riding Hood (Benchmark Education Shared Reading Classics) |
| **Chart(?):** | How to be a good director? chart from lesson 8  Add “Show how the character feels.” |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  We’ve started learning about how to be a good director. Today, we’re going to learn how to help movie stars better act out the story. Remember, the director gives advice and ideas about how the movie stars (actors) can do a better job showing how the characters feel. Directors help the actors read fluently by reminding them to show the characters’ feelings with their voice. Directors sometimes say,  Cut! Show how the character feels! |
| **Teach:**  I’m going to use a puppet today to show you how the director might help you with your reading. The puppet will be the director and I’m going to do the reading.  (Teacher reads the dialogue where Grandma [the wolf] invites Red Riding Hood in, using a monotone voice, pg. 13. Puppet interrupts.)  Cut! Show how the character feels! (Spoken by the puppet)  Oh, I should read that again. I think the wolf sounds excited here because he can’t wait to eat Red Riding Hood.  (Teacher rereads the dialogue with an excited grandma voice.)  (Teacher reads dialogue where Red Riding Hood says that grandma has big ears, in boring voice.)  Cut! Show how the character feels! (Spoken by the puppet)  Oh, I should read that again. I think the girl sounds surprised here because she can’t believe how big her grandma’s ears are.  (Teacher rereads the dialogue with a surprised little girl voice.) |
| **Active Involvement:**  Now it’s your turn to practice being the director. I’m going to read another part of the story. If you think my voice doesn’t match the character’s feelings, then use your director’s voice to say:    Cut! Show how the character feels!  (Teacher reads pg. 15 where Red Riding Hood talks about the grandma’s big eyes with a boring voice.)  (Students say) Cut, Show how the character feels.  Oh, I read it with a boring voice. Look at her face her. I think she is starting to look a little scared. I’m going to use a nervous voice.  (Teacher rereads the dialogue again with a nervous voice.)  Partner A tells Partner B how the character really feels. Partner B restates the passage from the book using the correct voice and gestures. Repeat switching roles for partners. |
| **Link:**  When you are reading with your partner, remember to be a good director and help the actor by saying,  “Cut! Show how the character feels!” if their voice doesn’t match the character’s feeling.  Directors help the actors read fluently by reminding them to show the characters’ feelings with their voice. |
| **Mid-Workshop Teaching Point:**  How many of you had to stop your partner and remind them to use a voice that matches the character’s feelings? How many of you had your partner tell you to: Cut! Show how the character feels! |
| **Share:**  (Select 2 students to share an example of what they did with their partners.) Tell us how your character is feeling and we are going to check and see if your voice matches. (One student shares their dialogue. Students give a thumbs up if their voice matches the feeling that they said their character was feeling.) |

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| **Unit 7 Mini Lesson 10** |

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| **Unit of Study:** | Dramatizing Characters and Deepening our Comprehension |
| **Goal:** | 2: Readers-like actors (movie stars) and directors- find the important moments in stories and talk and think more deeply about them. |
| **Teaching point (Kid language!):** | Directors help actors choose the character’s voice by reminding them of when their feelings have changed.  Los directores ayudan a los actores a escoger la voz adecuada del personaje recordandoles que sus sentimientos han cambiado.  Читатели, как и режиссёры, обращают особое внимание на эмоции и действия героя и соблюдают чтобы они (эмоции и действия) были правдивыми, даже если они меняются. |
| **Catchy phrase:** | Cut! The character’s feelings have changed!  ¡Corte! Los sentimientos del personaje han cambiado.  Стоп! Чувства главного героя поменялись |
| **Text:** | The Ugly Duckling (Benchmark Education, Shared Reading Classics) |
| **Chart(?):** |  |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  We’ve been talking about how good directors help the actors show the characters’ feelings. Today we’re going to talk about how characters’ feelings change throughout the story. Just like us, in different situations we have different feelings. Sometimes we are sad and sometimes we are happy, even in the same day. It is the same in books, the characters have different feelings based on different situations. Remember that Little Red Riding Hood was happy to visit her grandma. Things changed when she started to notice that her grandma looked very different. She became nervous and then really scared. We’re going to help our partners change their voices when the characters’ feelings change.  Directors help actors choose the character’s voice by reminding them of when their feelings have changed. |
| **Teach:**  I’m going to use a puppet today to show you how the director might help you with your reading. The puppet will be the director and I’m going to do the reading.  (Teachers reads pg. 4-5 where other ducks make fun of the ugly duckling and he is said. He says, “Nobody loves me.” with a sad voice.)    (Teacher reads pg. 12 where ugly duckling sees his reflection and he looks like a swan. Teacher continues using a sad voice with this part when he says, “Who is it?”)  (Puppet says:) Cut! The character’s feelings have changed!  In this part of the story (the ugly duckling) is feeling (sad) because(the other ducks are making fun of him.)  You used a (sad) voice.  Now he/she feels (astonished) because (he sees his reflection and it’s beautiful).  You should use a (surprised) voice.  (Teacher rereads the second part, using a surprised voice this time.)  Did you see how my partner (the director) helped me read this part better by pointing out the change?  Directors help actors choose the character’s voice by reminding them of when their feelings have changed. |
| **Active Involvement:**  Now it’s your turn to practice being the director. I’m going to read another part of the story. When you hear the ugly duckling’s feelings change, tell me:    Cut! The character’s feelings have changed!  (Teacher reads pg. 15-16 where the ugly duckling tells the others that he’s an ugly duckling and then he realizes that he is the beautiful swan.)  (Students say) Cut, Show how the character feels.  Oh, I read it all with a sad voice, but his feelings have changed.  Partner A, tell your partner how he felt when he said, “But I’m an ugly duckling.”  Use this sentence frame: (Point to frame.)  In this part of the story \_\_\_\_\_\_\_\_\_\_\_is feeling \_\_\_\_\_\_\_\_ because\_\_\_\_\_\_\_\_\_\_\_\_\_.  The teacher used a \_\_\_\_\_\_\_\_\_\_ voice.  (Partner A fills in the sentence frames.)  Yes, the ugly duckling was feeling sad because he thought he was still ugly.  Use this sentence frame: (Point to frame.)  Partner B, tell your partner how he felt when he said, “I’m a swan like all of you.”  Now he feels \_\_\_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  You should use a \_\_\_\_\_\_\_\_\_\_\_ voice.  (Teacher listens to suggestions.)  I heard that I should have used a happy voice instead of a sad voice. Let me try reading that part again.  (Teacher rereads part using a happy voice this time.)  Wow! You are great directors. Thank you for helping me read more fluently!  Directors help actors choose the character’s voice by reminding them of when their feelings have changed. |
| **Link:**  Today when you are reading with your partner, remember that characters’ feelings change and remind yourself to say: Cut! The character’s feelings have changed! and read it again with the correct voice. |
| **Mid-Workshop Teaching Point:**  (Give students 2 sticky notes to mark how a character was feeling and draw a face portraying that feeling and then mark where the feeling changed and draw a face portraying that feeling.) |
| **Share:** Choose a couple of students to share in front of class. |

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| **Unit 7 Mini Lesson 11** |

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| **Unit of Study:** | Dramatizing characters and deepening our comprehension in reading clubs |
| **Goal:** | Readers, like actors and directors, find the important moments in stories and talk and think more deeply about them. |
| **Teaching point (kid language):** | Readers understand how characters interact by thinking about how their words and actions affect each other.  Los lectores entienden como los personajes interactúan cuando piensan en como sus palabras y accionesles afectan.  Читателям нужно подумать, как герои влияют друг на друга. Мы можем подумать о словаx и действияx героев и как слова и действия влияют на этиx героев. |
| **Catchy phrase:** | Character A \_\_\_\_\_\_\_\_\_.  SO...character B \_\_\_\_\_\_\_\_\_.  Personaje A \_\_\_\_\_\_\_\_\_\_\_\_.  ENTONCES personaje B \_\_\_\_\_\_\_\_\_\_\_. |
| **Text:** | Three Billy Goats Gruff |
| **Chart(?):** | What makes a good director? Chart (ongoing) |
| **Standard:** | 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.  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. |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  We’ve read lots of books with exciting characters. We’ve also noticed how those characters can change throughout the story. The characters’ words and actions affect other character’s words and actions. Think about being at home with your family. When your brother or sister says “MOVE!” how do you feel and what will you do? You might want to move quickly out of the way or you might get mad and shout back, “NO!”.  Readers understand how characters interact by thinking about how their words and actions affect each other.  Let’s look at a book and think about how the characters interact. |
| **Teach:**  Here’s a chart that we will use to help us talk about how the characters affect each other.  Character A \_\_\_\_\_\_\_\_\_.  SO...character B \_\_\_\_\_\_\_\_\_.  Now, I’m going to show you how to use the chart.  (Teacher reads aloud the portion of the story where the troll pops out from under the bridge and roars at the youngest billy goat. Then, the billy goat uses a tiny voice to answer back to the troll.)  The troll roared “I’m going to come and eat you up!”  SO... the youngest billy goat got scared and begged, “Oh! Please don’t eat me!”  See how the troll affected the youngest billy goat? He scared him!  Remember:  Readers understand how characters interact by thinking about how their words and actions affect each other. |
| **Active Involvement:**  Now, I’m going to read another page where our characters interact. Think about how characters’ words and actions affect other characters’ words and actions.  (Teacher reads pg. 7-8, the part about where the youngest billy goat tells the troll to wait for the middle sized goat and the troll lets him go.)  Partner A, turn to your partner and use the chart to share how the billy goat’s words affected the troll.  The youngest billy goat \_\_\_\_\_\_\_\_\_.  SO...the troll \_\_\_\_\_\_\_\_\_.  Great! I heard partners saying....  Partner B, it’s your turn.  (Teacher reads pg. 20-24, the end of the story where the big billy goat pushes the troll into the water and all the billy goats live happily ever after.)  Repeat with other partner. Turn to your partner and use the chart to share how the big billy goat’s action (teacher points to pg. with big billy goat pushing the troll in the water, pg. 20) affected all of the billy goats in the end (teacher points to pg. 24, where all the billy goats are happy and eating the grass.)  The biggest billy goat \_\_\_\_\_\_\_\_\_.  SO...all the billy goats \_\_\_\_\_\_\_\_\_. |
| **Link:**  So today and everyday when you read remember to think about how characters interact. Do this by thinking about how characters’ words and actions affect other characters’ words and actions. Think about what a character does and says that makes other characters do and say things in response.  Now off you go!  Readers understand how characters interact by thinking about how their words and actions affect each other. |
| **Mid-Workshop Teaching Point:**  (Give students a sticky note to mark a place where they found one character affecting another character.) |
| **Share:**  Have 2 students share in front of group using the sentence frames. |

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| **Unit 7 Mini Lesson 12** |

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| **Unit of Study:** | Dramatizing Characters and Deepening Our Comprehension In Reading Clubs |
| **Goal:** | Readers know how to be successful reading club members. (p. 117) |
| **Teaching point *(Kid language!)*:** | Readers become successful reading club members by listening, questioning and responding to each other.  Los lectores son exitosos cuando se escuchan, se hacen preguntas y se responden entre ellos. |
| **Catchy phrase:** | Listen, Question & Respond.  Escucho, pregunto y respondo a las preguntas |
| **Text:** |  |
| **Chart(?):** | Chart Titled: Book Club Talking Points, (On which you have listed previously taught teaching points. See p. 117 for ideas) also 2 puppets to act as book club members. |
| **Standard:** | 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.  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  c. Ask questions to clear up any confusion about the topics and texts under discussion.  1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  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:**  We have been working really hard to think about the characters in our books and how we can portray (or act out) their actions and feelings. Some of the things we have learned are: ( Point to chart and review a couple of the past teaching points)  Readers change our voice to match our character’s feelings.  Readers use dialogue tags and punctuation.  Readers pay close attention to when characters feeling change.    Today we’re going to use everything we’ve have already learned to be able to talk in our book clubs. It is very important not to just read our books, but to be able to talk about our books as well. Talking about our books helps us to have a deeper understanding of what we read. When we talk in our book clubs we have to make sure to listen, question and respond to one another, because readers become successful reading club members by listening, questioning and responding to each other. |
| **Teach:**  Watch and listen as I talk to my book club members (teacher takes out 2 puppets). We have each read the same/different book. We will all sit together and look at each other. To talk we will use the “Book Club Teaching Points” chart on the chart stand.  I will begin, ‘I used a mean voice when I read “You are very ugly!” and then I changed my voice to sound sad when I read “Nobody loves me.”  (Puppet 1) Why did you change your voice?  I changed my voice because the ducklings said, “You are ugly.” And then the Ugly Duckling said, “Nobody loves me.” So I had to use a different voice for him.  (Puppets give me a thumbs up.) Wow thanks guys, I did do a great job, didn’t I?  Book club members, it is your job to participate in your clubs. That means, listening, asking questions and answering questions. Everyone needs to take turns talking respectfully.  (Review the teaching points added to the chart. Stop after each bullet and have a classroom discussion on what this would look like and sound like. Model each point (with puppet partners) correctly. )  Have students give you a “thumbs up” when you model it correctly.  “Wow, how did you feel when I did a good (bad) job listening (don’t listen, asked good questions, asked silly questions, responded/didn’t respond)”  Repeat TP: Readers Listen, Question and Respond to each other during book talks. (throughout demo) |
| ***Active Involvement:***  *Direct students to turn and talk to their partners after each point and tell their partners if the demonstration showed the “correct” or “incorrect” modeling of book talk. Ask students, “What did I say or do to show you it was correct/incorrect?”* |
| ***Link:***  *Now it’s your turn to go off and try this with your Book Club. As you are thinking about the characters in your books and are talking about how they act and feel, be sure to remember:* readers listen, question and respond to each other when they are successful reading club members.  *Not sure if you can remember all of that? Look at the chart we made together and think about how Readers Listen, Question & Respond to each other during book talks.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 7 Mini Lesson 13** |

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| **Unit of Study:** | Dramatizing Characters and Deepening Our Comprehension in Reading Clubs |
| **Goal:** | Readers Pay Attention to Patterns to Predict and Understand Characters-And We Share Our Discoveries to Grow Our Understandings |
| **Teaching point *(Kid language!)*:** | Readers learn about their characters by stopping after chunks of text and asking themselves, “What is going on so far, what are the characters doing and saying?”  Los lectores paran después de leer partes del texto y se preguntan ¿¿Que ha pasado hasta este punto? ¿Qué están haciendo y diciendo los personajes?  Читатели остановливаются после прочитаной части текста и задают себе вопрос, “Что происxодит с героем в данный момент?” |
| **Catchy phrase:** | **“What is going on so far, what are the characters doing and saying?” (feelings and actions of character)**  Para y piensa, ¿Qué está pasando, qué hace o dice el personaje?  Остановись и подумай, Что происxодит? (чувства и деиствия героя) |
| **Text:** | Familiar read aloud book The Ugly Duckling (includes a character that appears in many books) ie. Frog and Toad, Cuando Sofia se enoja, se enoja de veras… (por Molly Bang) |
| **Chart(?):** | Think about charting the character’s behaviors to record students’ thinking and then to use later in future lessons. |
| **Standard:** | 1.RL.1 Ask and answer questions about key details in a text.  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:***  *We have been learning about characters by thinking about how they feel by paying close attention to what they say and do. We have learned that we can learn about our characters by paying close attention to how they feel and how they change. In most stories a character usually act a certain way, encounters a problem and changes.*  *Today, we will be learning how to better understand our characters as we read our stories. As we read our stories we need to be thinking about what is happening with our characters. As we read chunks of our texts we need to stop and think about what our characters do and say to help us learn more about them. We should stop and ask ourselves “What’s going on so far, what are the characters doing or saying?*  *Remember, Readers learn more about their characters by stopping after chunks of text and asking themselves*, “What is going on so far, what are the characters doing and saying?” |
| ***Teach:*** *(Demonstration)*  Watch me as think about the characters in one of our favorite books “The Ugly Duckling”. First I read a chunk of text (Teacher reads up to page 3 and stops). Now I’m going to stop and think ‘What’s going on so far, what are the characters doing or saying?’  The duckling are calling Ugly duckling VERY ugly and telling him to leave. The ducklings are being mean to the ugly duckling. They seem to be bulling the Ugly duckling.    The ugly duckling looks sad because the other ducklings are being mean.  Did you see how after I read a chunk of text I thought about what the characters were doing and saying.  *Remember, Readers learn more about their characters by stopping after chunks of text and asking themselves*, “What is going on so far, what are the characters doing and saying?”  Watch me again as I read a little more and think about the characters. (Teacher reads next two pages and stops after page 5). Now I’m going to stop and think ‘What’s going on so far, what are the characters doing or saying?’  Other ducks are calling the Ugly duckling Very ugly. Other ducks peck the ugly duckling make fun of him. They are so very mean! They have No compassion.  The Ugly duckling is feeling sadder and sadder. He even said ‘Nobody loves me’. I feel so very sad for the Ugly duckling.  Did you see how after I read a chunk of text I thought about what the characters were doing and saying.  *Remember, Readers learn more about their characters by stopping after chunks of text and asking themselves*, “What is going on so far, what are the characters doing and saying?” |
| ***Active Involvement:***  Now it’s your turn! I will read another chunk of text. While I’m reading make sure to think ‘What is going on so far, what are the characters doing and saying?’  (Teacher reads next two pages and stops after page 7). Now stop and think ‘What’s going on so far, what are the characters doing or saying?’  Turn to your partner and tell them What’s going on so far, what are the characters doing or saying?’  Great! I heard \_\_\_\_\_\_\_\_\_ say that the Ugly duckling is swimming away from his family. He said ‘nobody loves me, I will escape from here’. He is even sadder.  And I also heard \_\_\_\_\_\_\_\_\_ say that other ducks saw him and told him he was ugly. They are very mean.  *Remember, Readers learn more about their characters by stopping after chunks of text and asking themselves*, “What is going on so far, what are the characters doing and saying?”  You are all doing such a great job! Let’s practice some more!  I’m going to read another chunk of text. While I’m reading make sure to think ‘What is going on so far, what are the characters doing and saying?’  (Teacher reads last two pages ). Now stop and think ‘What’s going on so far, what are the characters doing or saying?’  Turn to your partner and tell them What’s going on so far, what are the characters doing or saying?’  Great! I heard \_\_\_\_\_\_\_\_\_ say that the Ugly duckling is beautiful swan. The other swans call him a beautiful swan like them.  And I also heard \_\_\_\_\_\_\_\_\_ say that Ugly duckling/swan was sad most of the story and that at the end she was happy.  *Remember, Readers learn more about their characters by stopping after chunks of text and asking themselves*, “What is going on so far, what are the characters doing and saying?” |
| ***Link:***  Today and every day when you are reading remember to stop and think about the characters in your books. Think about how the characters are acting and how they are feeling. By doing this you will deepen your comprehension about the books that you read.  *Remember, Readers learn more about their characters by stopping after chunks of text and asking themselves*, “What is going on so far, what are the characters doing and saying?” |
| ***Mid-Workshop Teaching Point:***  Stop about midway and ask students to tell a partner: *What do I know about my character so far? How does this go with what I already know about this character?* |
| ***Share:*** |
| ***Notes:***  *(Optional)*  Create a classroom chart to record character actions and/or feelings throughout a book or across several books.  For example: (from *Frog and Toad Together)*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Character | Actions & **Feelings**  Book 1 | Actions & **Feelings**  Book 2 | Actions & **Feelings**  Book 3 | Actions & **Feelings**  Book 4 | | Toad | Lost his list, **frustrated** | Waited for seeds to grow, **impatient** |  |  | | Frog | Chased the list, **helpful** |  |  |  | |  |  |  |  |  | |

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| **Unit 7 Mini Lesson 14** |

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| **Unit of Study:** | *Dramatizing Characters and Deepening Our Comprehension In Reading Clubs* |
| **Goal:** | *Readers pay attention to patterns to predict and understand characters- and we share out discoveries to grow our understandings.* |
| **Teaching point *(Kid language!)*:** | * Readers know how to act our scenes in their mind by paying attention to patterns in character behavior. (p. 119, 121) |
| **Catchy phrase:** |  |
| **Text:** | Froggy Eats Out, by Jonathan London |
| **Chart(?):** |  |
| **Standard:** | 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:**  Isn’t it fun to try to figure out our characters? Who ARE they really? How do they feel? What do they think? How does their voice sound? What kind of gestures do they use?  Did you know that characters are just like real people? They are just like us!  Do you ever watch people to see how they act and what they say? You might notice that certain children are kind and respectful to others. You see a PATTERN in them. Whenever someone gets hurt, they go check to see if they’re ok and give them a hug. You notice that and think, “Wow, I’d like to be that person’s friend.”  You made that decision because you saw a PATTERN in that person’s behavior. You thought, well, since he’s kind and respectful to others, he will be kind and respectful to me too. Well, as readers we can do the same thing! Just like we notice things about our classmates, friends and families, we notice PATTERNS in the characters in our books!  Patterns are really important in books. When we see a pattern in a character the author is usually telling us to pay attention! He is giving us clues about the character to help us understand who they really are. We can pay attention to patterns in character behavior to know how to act our scenes. |
| Teach:  Watch and listen as I pay attention to the patterns in Froggy’s behavior in this book, Froggy Eats Out. Watching closely for patterns will help me understand Froggy better.  This is a fancy restaurant,” said Froggy. “Yes, said his mother. “So remember: Be neat, be quiet, and don’t put your feet on the table.”  When they were seated, Froggy said, “I’m hungry! Let’s eat!” “First we have to order, dear,” said his mother. “I want a hamburger!” said Froggy. “No hamburgers here,” said his father.  Hmmm... In this scene I notice that Froggy is NOT following his parent’s instructions. They told him to be neat and quiet, but he is yelling in a fancy restaurant! I wonder if this pattern in Froggy’s behavior will continue? “ Let’s keep reading and find out….  When the waiter handed him a menu, Froggy opened it-and knocked over a glass of water – crash! “Oops!” cried Froggy. “Oh, Froggy,” said his mother. “Remember what I told you?”  “I know!” said Froggy. “Be neat, be quiet, and don’t put your feet on the table!”  Wow, I was right, the pattern in Froggy’s behavior did continue. He is NOT following his parent’s instructions again! He is NOT being neat and quiet.  I’m glad I’ve been paying attention to the patterns in Froggy’s behavior. That will help me know how to act out the scenes. In fact, I think I know enough about Froggy now to be able to go back and read those same pages over again. This time I will make sure and use the voice and expression that Froggy would use. I think Froggy’s voice would sound very LOUD and EXCITED. His mouth would be wide open as he is yelling.  (teacher goes back and rereads text, making sure to use a loud and excited voice when Froggy talks & mimicking his gestures)  Wow, Froggy is a lot like children that I’ve seen in a restaurant. Sometimes they are not neat and quiet either. Sometimes they don’t follow their parents instructions. I’m glad I noticed that pattern in Froggy. It helps me understand that he is a lot like a real kid.  Readers know how to act our scenes in their mind by paying attention to patterns in character behavior. |
| **Active Engagement:**  Now it’s your turn to practice looking for patterns in Froggy’s behavior. Listen as I read the next few pages…  Continue reading about of Froggy’s impolite behavior. After each impolite thing that Froggy does, stop and say:  Ok, partner A is going to tell partner B, “I notice that Froggy \_\_\_\_\_\_”  Now let’s go back and act out those scenes by using the voice and expression & gestures that Froggy would use.  (Teacher and students reread together the text using Froggy’s voice, expression, gestures, etc…)  Practice over several pages/scenes and take turns with partners A and B.  So know we know that readers know how to act our scenes in their mind by paying attention to patterns in character behavior. |
| **Link:**  Today and every day when you go out to read independently, don’t forget to look for patterns in your character’s behavior. It will give you clues as to what your character is really like. That way you can act out the scenes in your books using the voice, expressions and gestures that your character would use.  Readers know how to act our scenes in their mind by paying attention to patterns in character behavior. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 7 Mini Lesson 15** |

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| **Unit of Study:** | *Dramatizing Characters and Deepening Our Comprehension In Reading Clubs* |
| **Goal:** | *Readers pay attention to patterns to predict and understand characters- and we share out discoveries to grow our understandings.* |
| **Teaching point *(Kid language!)*:** | ***Readers figure out what will happen next by recognizing patterns in a characters behavior.***  *Los lectores reconocen patrones en el comportamiento del personaje y anticipan lo que va a pasará*  Читатели распознают последовательность поведения представляя в уме, что случится дальше. |
| **Catchy phrase:** | ***“I used the pattern to figure out what will happen next.”*** |
| **Text:** | Little Red Hen by Brenda Parkes |
| **Chart(?):** |  |
| **Standard:** | 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:**  We have been learning how patterns and behaviors give us clues about characters. Sometimes characters have a very strong personality, and they tend to act the same way throughout the entire story. The pattern in their behavior can help us understand who the characters are. It can also help us figure out what will happen next in the story. Readers figure out what will happen next by recognizing patterns in a characters behavior. |
| **Teach:**  I want you to pay close attention to the characters patterns in the story. Let’s look at what the characters do to help figure out what will happen next. Remember, readers figure out what will happen next by recognizing patterns in a characters behavior.  Watch what I do as I read. (Teacher reads the first 2 pages of The Little Red Hen)  As I was reading, I noticed a pattern. The Little Red is always very nice and she is a hard worker. She asked the duck for help, and he said no. Then she asked the dog for help, and he said no as well. This helped me think about what will happen next. She always asks, “Who will help?” and no one ever does. So she does the work herself. I think that the Little Red Hen will continue to do the work herself throughout the whole book. I think she will keep asking for help and her friends will keep saying no. Let’s read some more of the book and see if we are correct. (Read up to page 13 out loud.)  Hey! We were right! She kept asking for help to cut the wheat, and to take the wheat to the mill, and to make the bread, and then to bake the bread and all of the animals said no! See how I figured out what was going to happen next by recognizing patterns in the characters behavior! I think this will continue for the rest of the book. I am going to read and find out. (Teacher reads rest of book).  Hmmm. That’s interesting. It seems that the animals changed their behavior. For most of the book they didn’t want to help make the bread, and they keep saying no. But when it comes time to eat the bread, they all say yes! And Hen changes as well. She was so nice and willing to share, but then when she has to do all of work by herself she decides not to share. Wow, that was a surprise! Do you see how I tried to figure out what will happen next by recognizing patterns in a characters behavior? This helped me to make guesses about what was going to happen next. |
| **Active Involvement:**  (Pull out an unfamiliar story) Let’s read the first few pages together, and I want you to pay attention to the behavior of the characters so that you can predict what will happen next. (Read first few pages-enough for a pattern to develop). Partner A tell Partner B the pattern you noticed and what you think will happen next. Readers recognize patterns in behavior to figure out what will happen next.  (Teacher reads 2 more pages.) Now Partner B tell Partner A the pattern you noticed and what you think will happen next. |
| **Link:**  So when you go out and read today remember to think about the characters pattern of behavior and use that to figure out what will happen next. |
| **Mid-Workshop Teaching Point:**  Remember readers predict how their characters will think and behave. |
| **Share:** |

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| **Unit 7 Mini Lesson 16** |

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| **Unit of Study:** | *Dramatizing Characters and Deepening Our Comprehension In Reading Clubs* |
| **Goal:** | *Readers pay attention to patterns to predict and understand characters- and we share out discoveries to grow our understandings.* |
| **Teaching point *(Kid language!)*:** | **Readers understand their characters by looking at their actions.**  Los lectores comprenden los personajes observando sus acciones.  Читатели понимают своиx главныx героев представляя иxповедение. |
| **Catchy phrase:** | **“This is important!”**  “¡Este es importante!  Это очень важно! |
| **Text:** | Familiar Text (The Little Red Hen and the Chick and the Duckling) |
| **Chart(?):** |  |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details.  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:**  Yesterday we talked about how we can look at a character’s behavior and find a pattern that can help us figure out what will happen next. We read Little Red Hen, and then Hen kept asking and asking for help, and all of his friends kept saying “no!”  Today we are going to continue to look at patterns in a character’s behavior and how important that information is to give us clues about the character. We will use these clues to help us develop a better understanding of the character. We do this because readers understand their characters by looking at their actions. This information can help us be on the lookout for times when the character acts differently or when there is a twist in the story. You understand your characters by paying attention to how they are acting and what they are doing. |
| **Teach:**  Now let’s look at how the patterns are giving us clues about the characters. We need to see if it is important information that could lead to a character change or twist.  Readers understand their characters by looking at their actions.  Watch what I do as I read. (Teacher thinks aloud about the character pattern in a story, then reads an ending section of a familiar book. Ex. The Red Hen is always very nice. She always asks, “Who will help?” and no one does. She is nice because she never scolds them for not doing any work. So I think that the Little Red Hen will continue to be nice throughout the whole book.)  Let’s read the last page and see if we are correct. (Read last page out loud. Teacher points out to students that the Little Red Hen’s pattern of behavior changed. Even though she was always so nice, she did not share the bread at the end. This is important!)  Readers understand their characters by looking at their actions. |
| **Active Involvement:**  (Teacher shows a familiar book and does a quick book walk through most of the story. Stop and read the ending. Have partner B tell partner A the pattern in the story. Then have partner A tell partner B the change or twist in the character’s actions.)  Now it is your turn to look at the actions of the Chick and the Duckling. Now listen while I do a quick book walk about this story. Partner B tell partner A the character’s pattern in the story. Now I am going to read the last page. (Teacher reads.) Partner A tell partner B the change or twist in the character’s actions.  Readers understand their characters by looking at their actions. |
| **Link:**  Now it’s your turn to go off and do this work! As you are reading, you should be understanding your characters better by noticing patterns in their behavior. Also remember to be on the lookout for the one time their character acts differently or if the pattern will have a twist. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 7 Mini Lesson 17** |

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| **Unit of Study:** | Dramatizing Characters and Deepening Our Comprehension in Reading Clubs |
| **Goal:** | Readers Pay Attention to Patterns to Predict and Understand Characters-And We Share Our Discoveries to Grow Our Understandings |
| **Teaching point *(Kid language!)*:** | **Readers understand the events and behaviors that occur in their books by comparing and contrasting them with other books.**  Los lectores comparan y contrastan los eventos y el comportamiento de los personajes a través de difirentes libros.  Читатели сравнивают события и поведение героя через книги об одном герое (Оливия). |
| **Catchy phrase:** | **Sometimes our characters are alike, but sometimes they are different.** |
| **Text:** | The Three Little Pigs and Red Riding Hood by Brenda Parkes (previously read)  Each person will use a very familiar text to share with a partner or in a book club. (No, David!, Cuando Sofia se enoja, se enoja de veras…) |
| **Chart(?):** |  |
| **Standard:** | 1.RL.3 Describe characters, settings, and major events in a story, using key details.  1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  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:  We’ve been learning a lot about characters behaviors and feelings. When we pay attention to how the characters are feeling and acting so that we can get to know them better. Today we will be comparing and contrasting the behaviors and feelings of characters from different books.Readers understand the events and behaviors that occur in their books by comparing and contrasting them with other books.  In book club we will talk to our friends about our characters and we will think and talk about how sometimes our characters are alike, but sometimes they are different. |
| **Teach:**  (Guided Practice) (Set up in advance, if necessary. Teacher and student partner(s) choose a very familiar book to talk to each other about a character. Teacher models describing the characters behaviors and actions.) Remember in both of these books, Three Little Pigs and Red Riding Hood, there was a mean Wolf. He started out blowing down houses in Three Little Pigs, and he was not scared of anything. He wanted to eat those pigs! And in Red riding Hood, the mean Wolf wanted to eat the girl, and he wasn’t afraid of getting into trouble.  Readers understand the events and behaviors that occur in their books by comparing and contrasting them with other books. I am going to get to understand both of these characters better by comparing these two books.  I noticed that in the Three Little Pigs the Wolf was not very kind and he destroyed all of the pig houses without even feeling bad. But then I noticed that at the end when he falls into the pot, he gets hurt and scared and runs away. When he (jumps out of the pot and runs out the door), I think he is feeling (scared and hurt).  (Teacher models thinking aloud about how the character is alike or different from the Wolf in Red Riding Hood.) The character in this book was (scared and hurt), and that is like (or different from) this book because (the Wolf gets chased by the ranger and is scared and runs away).  Readers understand the events and behaviors that occur in their books by comparing and contrasting them with other books. Sometimes our characters are alike, but sometimes they are different. |
| **Active Involvement:**  Teacher directs students to think about the teacher/student modeling and to turn and talk, “Partner A tell your partner: How were two of those characters alike?” Then again, “Partner B tell your partner: How were two of those characters different?” |
| ***Link:***  Today when you meet with your partner (or book club) talk about your characters behaviors and feelings. Be sure to share about how “sometimes characters are alike, but sometimes they are different.” |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 7 Mini Lesson 18** |

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| **Unit of Study:** | Dramatizing Characters and Deepening Our Comprehension in Reading Clubs |
| **Goal:** | Readers read and reread more challenging books with our book clubs |
| **Teaching point *(Kid language!)*:** | **Book club members help each other read challenging books by asking and answering thoughtful questions.**  **Los lectores se ayudan a leer haciéndose y contestándose preguntas inteligentes.** |
| **Catchy phrase:** |  |
| **Text:** | 2 Familiar texts. I have used: The Princess and the Pea, retold by Brenda Parkes and illustrated by Nick Price. |
| **Chart(?):** | Roles chart from previous lessons. Introduce thoughtful questions chart |
| **Standard:** | 1.RL.1 Ask and answer questions about key details in a text  1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:***  Remember that we have been taking on the roles of directors and actors (or movie stars) to help us think and act like the characters in our books. We are now going to continue our roles as actors and directors to help us read even more challenge books. We’ll do this by asking each other questions about our characters. We do this because **Book club members help each other read challenging books by asking and answering thoughtful questions.** |
| ***Teach:***  *Take a look at some thoughtful questions that I have listed on this chart. (refer to and read chart)*  \*Who is my character?  \*Where is my character?  \*What is my character doing?  \*When did my character do something important?  \*How does my character feel and why?  Notice how (name of puppet) and I talk about these questions. (Puppet) will ask me the questions and I’ll answer them.  (Puppet 1) Let me see, the first question is: Who is the main character?  (Teacher) Well, this question is easy, the main character is the Ugly Duckling.  (Puppet 2) Where is the character?  (Teacher) He is in, or near the river throughout the story.  (Puppet 1) What is the character doing?  (Teacher) Ok, here I need to think about the most important things that happen to him in the story. Let’s see… My character hatches from his egg. He looks different from his brothers and sisters and so they pick on him and tell him he’s “ugly.” He is so sad that he leaves his family and spends the winter by himself. In the spring he finds birds that look just like him. He realizes that he’s not a duck at all, he’s a beautiful swan!  (Puppet 2) When did the character do something especially important in the story?  (Teacher)Lets’ see…I just got through saying what he did, but I need to ask myself what was something especially important, maybe something that caused him to change….? I think that when he left his duck family and found his swan family he really changed. At first he was lonely, but then he found his family and he was happy.  (Puppet 3)The final question is…How does the character feel and why?  (Teacher) Like I mentioned before, they ugly duckling was very, very sad throughout the story. He was sad because his brothers and sisters picked on him and constantly told him he was “ugly!” At the end of the story he finally feels happy because he realized he wasn’t a duck at all. He was a swan. A very BEAUTIFUL swan!  Wow, I feel like I really understand my character now. My partner (puppet) and I did that  **by asking and answering thoughtful questions.** |
| ***Active Involvement:***  (Teacher brings out another familiar book or uses the same book)  Now it’s your turn to practice asking and answering these questions with your book club. Partner A you ask Partner B the first question. (refer to chart) and partner B you answer the question.  (give students the following sentence frame: My character is \_\_\_\_\_\_\_\_\_\_.  Now switch and Partner B asks the next question and Partner A answers it. |
| ***Link:***  Remember today when you are reading in your book clubs to practice the 5 thoughtful questions. That’s because bo**ok club members help each other read challenging books by asking and answering thoughtful questions.** |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Choose a book club who is asking and answering the questions to fishbowl for the rest of the class. |
| You will need two puppets to act as “book club members”  The Chart will contain the following questions:  \*Who is my character?  \*Where is my character?  \*What is my character doing?  \*When did my character do something important?  \*How does my character feel and why?  (You may want to add or delete questions based on the questions that have been introduced in previous lessons).  When students are working in their book clubs you can teach them to pass a “talking stick” so each person gets a turn to contribute. |

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| **Unit 7 Mini Lesson 19** |

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| **Unit of Study:** | Dramatizing characters and Deepening our Comprehension In Reading Clubs |
| **Goal:** | Readers read and reread more challenging books in our book clubs |
| **Teaching point *(Kid language!)*:** | **Book club members help each other read challenging texts by reminding each other to use the strategies they already know.**  **Los lectores le recuerdan a su compañero de lectura que deben utilizar las estrategias que ya conocen para leer textos difíciles.** |
| **Catchy phrase:** | **What strategy could I use? Try….(name a strategy)**  **¿Que estrategia podria usar? Trata de usar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Text:** | Instructional level-unfamiliar text (“more challenging text”). I have used: The Princess and the Pea, retold by Brenda Parkes and illustrated by Nick Price. |
| **Chart(?):** | Strategy charts with afore used strategies |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.  Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  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.  c. Ask questions to clear up any confusion about the topics and texts under discussion |

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| Mini Lesson: (7-10 minutes total) |
| *Connection:*  All this year we have been learning different strategies to help us become better readers. We are starting to read even more difficult stories in our book clubs so we need to make sure we CONTINUE to use those strategies because they work no matter what book type of book we are reading. We are going to remind ourselves to use these strategies in our books clubs because book club members read challenging texts by reminding each other to use the strategies they already know. So just like a director coaches a movie star to understand their character, when we get stuck or don’t understand something, we will coach each other by suggesting specific strategies. |
| ***Teach:***  *Watch and listen as I get stuck on a word, and then mark the place in my book with a sticky note so I can share it with my book club.*  *Once upon a time there was a prin…k….? (try a few strategies to read “prince” but do it unsuccessfully ) Hmmm, I’ve tried a few strategies to figure out this word and I’m still having trouble. This would be a good word to bring to my book club. Let me put a sticky note there so I don’t forget where the word is. (Place sticky note here)*  *(look at watch) Yay! it’s time for my book club. (Take out two puppets to act as the others member of your club.)*  *I’m stuck here…. (teacher reads from the place in her book where she put the sticky note) Once upon a time there was a prin…k….?*  *What strategy could I use?*  *Puppet 1: Why don’t you try getting a running chart?*  *Puppet 2: How about flipping the sound?*  *Thank you, I’ll try those. (Try out suggested strategies.). Once upon a time there was a prince…Wow, did you see how my friends helped me out?* **Book club members read challenging texts by remind each other to use the strategies they already know.**  *(teacher continues reading in same text)*  *…The princess in Denmark seemed perfect. Then they went dancing, and he quickly changed his mind.*  *Hmmm, this time I can read all the words but I don’t understand something. Why did the prince change his mind? It doesn’t explain that in the text. It just goes on to talk about the princess of Finland.*  *I know, I’ll take this to my book club and see if they can help me. (place a sticky note on page)*  *(look at watch) Yay! it’s time for my book club again! (Take out puppets again)*  *I’m stuck here…. (teacher reads from the place in her book where she put the sticky note)*  *…The princess in Denmark seemed perfect. Then they went dancing, and he quickly changed his mind.*  *Why did the prince change his mind? It doesn’t explainthat in the text.*  *What strategy should I use?*  *Puppet 1: Why don’t you try looking at the picture?*  *Puppet 2: I agree, I see that the princess is stepping on the prince’s feet and he is crying.*  *Puppet 1: Maybe he changed his mind because she isn’t a good dancer and he wanted a princess who was perfect.*  *Thank you, that make sense. I agree that he doesn’t like her because she’s not a good dancer.*  *Notice how* **Book club members read challenging texts by remind each other to use the strategies they already know?** |
| ***Active Involvement:***  *Now it’s your turn to practice helping your friends in your book club. Listen as I continue reading….*  *(teacher reads on in text until she encounters another challenge & places a sticky note there.)*  *What strategy could I use? Partner A suggest to Partner B a strategy that I could use. Try\_\_\_.*  *(Continue reading on… get stuck again.)*  *What strategy could I use this time? This time Partner B suggest to Partner A a strategy that I could use.* |
| ***Link:***  *Remember while you read independently today to mark challenging places with a sticky note. When it’s time for your book clubs you can* coach each other by reminding each other to use the strategies you already know. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  Students that were observed doing some high level coaching can share what they coached and how they coached it, and students who received coaching from peers can share what it was like to receive help. |
| You will need two puppets to act as “book club members” and sticky notes to pass out to students.  Note: You can have students practice using any strategies that you have taught up to this point including word solving, fluency, and comprehension.  When students are working in their book clubs you can teach them to pass a “talking stick” so each person gets a turn to contribute. |

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| **Unit 7 Mini Lesson 20** |

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| **Unit of Study:** | Dramatizing characters and Deepening our Comprehension In Reading Clubs |
| **Goal:** | Readers read and reread more challenging books in our book clubs |
| **Teaching point *(Kid language!)*:** | **Book club members understand characters more deeply by making a plan on how to study them. (p. 121)** |
| **Catchy phrase:** |  |
| **Text:** | Franklin book (or another character book such as Froggy, Olivia, David, Clifford, etc...) |
| **Chart (?):** |  |
| **Standard:** | 1. RF.4 Read with sufficient accuracy and fluency to support comprehension.  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.  c. Ask questions to clear up any confusion about the topics and texts under discussion |

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| Mini Lesson: (7-10 minutes total) |
| ***Connection****:*  *What fun we’ve been having working in our book clubs! We learn so much from each other by discussing our characters and helping each other understand them better.*  *Our goal right now is to truly understand who are characters are: what they feel, what they think, how they act, how they sound. Our characters are like a mystery that we get to solve! So how do we do that? So far we’ve learned several strategies (name strategies) and today we are going to learn another one. That strategy is called… Make a plan!*  *A plan is the HOW of getting to our goal. PLANS are great because they keep us constantly moving toward our goal. Remember… our goal is to truly understand our characters.* Book club members understand characters more deeply by making a plan on how to study them. |
| ***Teach:***  Watch and listen as I create a plan for my book club to study Franklin.  Hmmm… I find that when I make a plan it’s best to write it down. Let’s get out some chart paper and write down the steps that we need to take to get to our goal of understanding our character more deeply.  (teacher writes title on poster) *OUR BOOK CLUB PLAN*  Ok – First my book club needs to choose a book to read. It should be the same book so we can all help each other with the tricky parts.  (teacher writes on chart) 1. *Choose a book to read*  *Hmmm. After we decide on a book, we need to practice reading it together and helping each other with the tricky parts.*  *(teacher writes on chart) 2. Practice reading book together and helping each other with the tricky parts.*  *All right, we’ve read the book together, what else do we need to understand our character more deeply?*  *Oh yea, it’s important to reread our books until they sound smooth. Let’s add that to the chart:*  *(teacher writes on chart) 3. Reread book until it sounds smooth*  *Is there anything else we need to add? Let me think…. Asking and answering questions is a great way to*  *understand our characters more deeply. We could use the chart that we created two days ago. Let’s make that the final step on our chart.*  *(teacher writes on chart) 4. Discuss the characters using the questions from the CHARACTER CHART.*  *Wow, I think we are ready to review our plan together so we can understand our character’s more deeply.* |
| ***Active Involvement:***  Let’s read our plan together now.  (Teacher and students read through the plan step by step.)  Now, partner A turn and tell partner B the first step in the plan.  Now partner B it’s your turn. Tell partner A the first step in the plan.  (Continue on having the partner’s repeat the steps to each other)  Now we’re ready to meet with our book clubs and start working on our plan to understand our characters more deeply. |
| ***Link:***  Today when you meet with your book clubs, remember to follow our plan. (refer to chart)  Choose a book to read, practice reading it together, reread it until it sounds smooth and discuss the characters. Make sure you go through all the steps of your plan to reach your goal of understanding your characters more deeply. |
| ***Mid-Workshop Teaching Point:***  (have “the plan” ready and typed out so each club has their own copy)  Ask clubs to check off each step of the plan as they complete it on their paper. |
| ***Share:*** |
| *Chart:*  *OUR BOOK CLUB PLAN ☺*   1. *Choose a book to read (everyone will have the same title)* 2. *Practice reading it together and helping each other with the tricky parts.* 3. *Reread book until it sounds smooth* 4. *Discuss the characters using questions from the CHARACTER’S CHART* |