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*Characters face bigger challenges and so do readers*

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**Grade 2 Reading Unit 3**

Dates Nov 7 –Dec 10

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| Unit: Characters face bigger challenges and so do readers |

**Unit of Study Planning Template**

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Getting to know our characters’ wants and troubles. * Readers Think About Characters’ Traits And Feelings * Readers Can Find Deeper Meanings In Our Books |

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

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| Standards: | 2.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.   2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).  2.SL.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, 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 linking their comments to the remarks of others. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. |

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| Key Vocabulary: | Challenges, problems, characters, prediction, compare, contrast, synthesize, confirm, revise, describe, feeling, traits, sequence words, (first, next, then, finally), blurb, lesson, |

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| Anchor Texts: | Henry and Mudge, Frog and Toad, Horrible Harry, Diary of a whimpy kid, Cam Jansen, Junie B Jones, Amelia Bedilia, Franklin, Berenstein Bears, Froggy books, Clifford books, A-Z Mysteries |

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| Other Resources: | * Character traits chart * Pictorial Input Chart/visual (places to find information about what the book will be about) * emotions chart * “opinion chart” from shared reading before lessons 2.RML.3-13 AND 2.RML.3-14 * Series of sticky notes to keep track of what is happening in the story during read aloud for lesson 5 on creating a timeline |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*  Assessment checklist, informal running records with miscue analysis | *SUMMATIVE*  Timeline of a favorite character, (p. 58) |

Unit of Study At A Glance Planner

| **UNIT:** Characters Face Bigger Challenges- and So Do Readers | | |
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| **GOAL:1**  Getting to Know Our Characters’ Wants and Troubles | **GOAL: 2**  Readers Think about Characters’ Traits and Feelings | **GOAL: 3**  Readers Can Find Deeper Meanings in Our Books |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers get to know the characters’ wants and troubles by reading the title, blurb on the back, and asking themselves questions (p. 54, 59)   2.RML.3-1   * Readers collect information about the character and setting by holding information of what happened and adding new information. (p. 54, 59)   2.RML.3-2   * Readers make predictions about the character by paying attention to the patterns in the character’s behavior. (p. 55, 59)   2.RML.3-3   * Readers confirm or revise predictions by reading on and revising their predictions. (p. 55, 60)   2.RML.3-4   * Readers keep track of their characters’ actions by using post-its to help them retell. (p. 55, 60)   2.RML.3-5   * Readers understand the characters by paying attention to scenes or details that don’t fit what they are expecting and reread to make sense. (55, 60) 2.RML.3-6   \*\*\*Before teaching mini lesson 5, be sure to use sticky notes to keep track of what is happening in the story during read aloud for lesson 5 on creating a timeline.\*\*\* | * Readers refer to specific examples by looking for information about what kind of person the character is. (p. 55,60)   2.RML.3-7   * Readers notice when the character acts out of character by stopping and saying, “Wait! That doesn’t make sense!” (p.55, 60) 2.RML.3-8 * Readers study their characters in story by tracking their feelings. (p. 56, 61)   2.RML.3-9  \*\*\*During shared reading for several days this week, be sure to teach lessons on developing an opinion, and add different opinions to an “opinion chart.” This will lead up to lessons 2.RML.3-13 AND 2.RML.3-14 | * Readers push our partnership to have some new thinking about the characters actions and feelings by listen carefully to each other and raising questions about what their reading partner says. (p.56,61)   2.RML.3-10   * Readers grow big ideas by noticing when the character is expressing a strong emotion or changing how they feel. (p. 56, 61)   2.RML.3-11   * Readers prepare for their partners by jotting down notes to look over and compare. (p. 57, 61)   2.RML.3-12   * Readers get ready for conversations by comparing each other post-its about th e character and our opinions. (p. 57, 62)   2.RML.3-13   * Readers catch the changes in the character from the beginning, middle and end of the story by asking what is different and jotting that on a post-it. (p. 57, 62)   2.RML.3-14   * Readers learn from characters by asking ourselves did I learn something I can use in my life. (p. 57, 62)   2.RML.3-15 |

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| **WORKSHOP CALENDAR FOR:** | **Grade 2 Reading Unit 3** | Dates: Nov 7 –Dec 10 |
| **Unit of Study: Unit 2** | Characters face bigger challenges, and so do readers |  |

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| **MONDAY** | | **TUESDAY** | | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  | | 7  Readers get to know the characters’ wants and troubles by reading the title, blurb on the back, and asking themselves questions (p. 54, 59)  2.RML.3-1 | | 8  Readers collect information about the character and setting by holding information of what happened and adding new information. (p. 54, 59)  2.RML.3-2 | 9  Readers make predictions about the character by paying attention to the patterns in the character’s behavior. (p. 55, 59)  2.RML.3-3 |
| 12  Veteran’s Day | *13*  Readers confirm or revise predictions by reading on and revising their predictions. (p. 55, 60)  2.RML.3-4 | | 14  Readers keep track of their characters’ actions by using post-its to help them retell. (p. 55, 60)  2.RML.3-5 | | *15*  Readers understand the characters by paying attention to scenes or details that don’t fit what they are expecting and reread to make sense. (55, 60)  2.RML.3-6 | 16  Mini Lesson Choice Day |
| 19  Thanksgiving Vacation | 20  Thanksgiving Vacation | | 21  Thanksgiving Vacation | | 22  Thanksgiving Vacation | 23  Thanksgiving Vacation |
| 26  Readers refer to specific examples by looking for information about what kind of person the character is. (p. 55,60)  2.RML.3-7 | 27  Readers notice when the character acts out of character by stopping and saying, “Wait! That doesn’t make sense!” (p.55, 60)  2.RML.3-8 | | 28  Readers study their characters in story by tracking their feelings and using an appropriate voice. (p. 56, 61)  2.RML.3-9 | | 29  Mini Lesson Choice Day | 30  Readers push our partnership to have some new thinking about the characters actions and feelings by listen carefully to each other and raising questions about what their reading partner says. (p.56,61)  2.RML.3-10 |
| Dec. 3  Readers grow big ideas by noticing when the character is expressing a strong emotion or changing how they feel and using an appropriate voice. (p. 56, 61)  2.RML.3-11 | Dec. 4  Readers prepare for their partners by jotting down notes to look over and compare. (p. 57, 61)  2.RML.3-12 | | Dec. 5  Readers get ready for conversations by comparing each other post-its about the character and our opinions. (p. 57, 62)  2.RML.3-13 | | Dec. 6  Readers catch the changes in the character from the beginning, middle and end of the story by asking what is different and jotting that on a post-it. (p. 57, 62)  2.RML.3-14 | Dec. 7  Readers learn from characters by asking ourselves did I learn something I can use in my life. (p. 57, 62)  2.RML.3-15 |
| Dec. 10  Unit Culmination Activity |  | |  | |  |  |

**Unit of Study Assessment Checklist**

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| **Unit 3 : Characters face bigger challenges and so do readers** |

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| Name | 2.RL.3 I can describe how characters in a story respond to major events and challenges. | 2.RL.5 I can retell my story in order. | 2.RL.6 I can use an appropriate voice for each character in my story. | 2.RL.7 I can use the blurb on the back of a book to get information, (predict and choose books.) | 2.RL.2 I can tell the author’s purpose, (c entral message, moral or lesson). | **Notes** |
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* = Beginning √= Developing X= Secure

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| **Unit 3 Mini Lesson 1** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Getting to Know Our Characters’ Wants and Troubles |
| **Teaching point (Kid language):** | Readers get to know the characters’ wants and troubles by reading the title, blurb on the back, and asking themselves questions (p. 54, 59) |
| **Catchy phrase:** | Get to know the character! |
| **Text:** | Henry and Mudge and the Snowman Plan, any easy chapter book with a blurb on the back (make sure it has an appropriate blurb on the back) |
| **Chart(?):** |  |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:* Today we are starting a new unit about characters. This month as you read, I want you to think closely about the characters in your books and the kinds of things they want and the kinds of trouble they have. You’ll find that your characters often have to work for stuff in these books. In the books you are reading now the character will want something and he or she will try and try and work and work to get it-even when trouble gets in the way.  Today, I want to teach you that we can get to know the characters in a book well by paying attention to their wants and problems. We do this even as we get ready to read by looking at the title, the picture on the cover and the blurb on the back of the book. Then we ask ourselves, “What does the character want?” This helps us to get to know our character better and helps us understand the story better.  Good readers get to know the character. |
| ***Teach:*** I’ll show you what it looks like. Watch what I do. (Teacher holds up book. First, my friend who reads chapter books said this was a good book.  So, I start by looking at the cover, title and the picture. I see a dog. I like dogs too and I remember this is a chapter book and on the back of chapter books is something called a blurb. When I read this it tells me what the story is going to be about. Let me read this blurb to you. (Teacher reads the blurb).  So, it sounds like Henry wants to win a snowman contest. You can tell by the picture he likes to be outside and his dog is helping.  Did you see how I use the title, the blurb and the picture to think about my character and what he wants?  Good readers get to know the character. |
| ***Active Involvement:*** (Use a different book that has a blurb on the back-the same book will be used tomorrow. You should plan to read the first few pages of it later today For example, **The Berenstain Bears’ New Pup** )Now it is your turn to try it. Look at the cover, picture and title. (Give the students 15 seconds) Tell your partner what you see. Now listen to the blurb and in a moment you will get to tell your partner what you think the character wants. (Teacher reads the blurb). Now partner A turn to Partner B and tell your partner what you think the character wants. (Do this again with Partner B).  I heard \_\_\_\_\_\_\_ tell \_\_\_\_\_\_ that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Great job everybody! Do you see how that helps us get to know the character? |
| ***Link:*** Now in today’s reading pay special attention to what the character wants. Be ready to tell your partner what your character wants. |
| **Mid-Workshop Teaching Point:** |
| **Share:** Find your partner and tell your partner what the character in your story wants. |

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| **Unit 3 Mini Lesson 2** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Getting to Know Our Characters’ Wants and Troubles |
| **Teaching point *(Kid language!)*:** | Readers collect information about the character and setting by holding information of what happened and adding new information. (p. 54, 59) |
| **Catchy phrase:** | Just like real people, characters have problems. |
| **Text:** | Henry and Mudge and the Snowman Plan, Arthur, Horrible Harry, Amelia Bedlia |
| **Chart(?):** |  |
| **Standard:** | 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:* Yesterday we started **Henry and Mudge and the Snowman Plan.** Today I want to teach you that as we go forward in our reading of a book, we carry and build an understanding of who the characters are. In the beginning of our books we hold in our heads the information we learned from reading the blurb. As we read, we begin to add new information about the setting and characters’ lives. We read on, expecting that soon, a problem will show up.  Just like real people, characters have problems. |
| ***Teach:*** Remember yesterday when I was reading this blurb to you as I was reading, I was thinking to myself, ‘I wonder if Mudge is going to be part of the problem.’ As I read, I realized that Henry’s dad is messy and I know that snowmen are really easy to ruin. I remember the blurb yesterday said that Henry wanted to enter a snowman building contest. As I begin to read I see from the poster that the contest is at the park on Saturday. That is the setting-Saturday and the park! Look how deep all that snow is! I wonder what problem will show up? I am going to make a prediction based on what I know about all the information I have. I predict Mudge will be a part of the problem.  Just like real people, characters have problems. |
| ***Active Involvement:*** Now it’s your turn. Remember the book we read yesterday (**Berenstain Bears’ New Pup**). We read the blurb, the title and looked at the cover. We began to add new information about the setting and the characters’ lives as we read the first few pages. Think for a moment about the information we have so far-the title, the character the blurb, what we have read. Partner A turn to Partner B and tell them what you predict the problem will be. What problem will the characters have? (Do the same with Partner B).  Teacher recaps what he/she heard the students say.  Just like real people, characters have problems. |
| ***Link:***  I want you to remember that all characters have problems. As we read we need to expect that the character will have a problem and make a prediction to help us understand the story.  Now today and every day when you pick up a new book and look at the title, the blurb and the cover you can add new information about the setting and characters’ lives and read on, expecting that soon, a problem will show up.  Just like real people, characters have problems. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Choose a couple of kids to come up and share the problem they found in their book. |

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| **Unit 3 Mini Lesson 3** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Getting to Know Our Characters’ Wants and Troubles |
| **Teaching point *(Kid language!)*:** | Readers make predictions about the character by paying attention to the patterns in the character’s behavior. (p. 55, 59) |
| **Catchy phrase:** | What will the character do? What would I do? |
| **Text:** |  |
| **Chart(?):** | Character Traits Chart (begin to build synonyms for nice) |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection****:*  Remember we have been learning more about our characters and that just like us, characters have problems.  Today I want to teach you that while reading we make predictions about what will happen to a character. We often think about the problems that a character faces and ask, ‘What do I think they will do? Does this character act a certain way over and over? What would I do if I had this problem? How would I try to work it out or get what I want? When I ask myself these questions it helps me as a reader understand the story and the characters better.  Readers ask themselves, What will the character do? What would I do? |
| ***Teach:***  Here’s how it works. I was reading **Mr. Putter and Tabby Walk the Dog.** When suddenly, I got to the part where Mr. Putter had to walk the “dream” dog who turned out to be a “nightmare”. He had a huge problem walking the dog. It kept pulling him the wrong way, tangling him up and getting him into trouble. He didn’t know what to do.  I asked myself, ‘What would I do? I think I’d give the dog away or yell or ask someone else to take care of it or cry until someone came to help me.’  Then, I asked myself, ‘What will Mr. Putter do? Let me think, I know Mr. Putter is always very nice. I am starting a chart of character traits. Nice is a general word that applies to everything from lollipops to people. I am going to be specific about how he is nice. (Teacher begins listing synonyms for nice- generous, kind, empathetic, sympathetic and helpful).  He wants to help his neighbors. So I think he’s not going to give the dog away, spank the dog or tell the neighbor he can’t walk it. He can’t leave the dog in the house or it would make messes. So, I think he is going to do something nice for the dog to get him to behave.  What will the character do? What would I do? |
| ***Active Involvement:*** Use the book that you used for active involvement (**The Berenstain Bears’ New Pup**) Yesterday, we read that the Bears got a new puppy, but he made messes. Turn to your partner and talk about what you would do if you had a new puppy that made messes.  Take a moment to think about what you know about the Berenstain Bears. Are they kind? Are they easily upset? Do they give up easily? (Give students 10-15 seconds) Turn to your partner and talk about what you think the Berenstain Bears will do with the puppy. (Give students 30 seconds). |
| ***Link:*** When you read today and every dayremember to think about what you would do if you had this problem. Then think about what the character will do about their problem. Remember, when we ask ourselves these questions it helps us understand the story and characters better and we become better readers! |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Choose a couple of kids to come up and share what the thinking they did about what the character would do. |

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| **Unit 3 Mini Lesson 4** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Getting to know our characters’ wants or troubles. |
| **Teaching point *(Kid language!)*:** | Readers confirm or revise predictions by reading on and revising their predictions. (p. 55, 60) |
| **Catchy phrase:** | Confirm or revise? |
| **Text:** | Henry and Mudge and the Snowman Plan |
| **Chart(?):** | Character Traits Chart |
| **Standard:** | 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:* Yesterday we made predictions about what characters will do and what we would do in a situation like theirs. All the strategies that we are learning help us to become better readers by understanding the story better.  Today I want to teach you that readers don’t only make predictions at the beginning of our books, we also confirm or revise predictions as we go along. Confirm means that we were right in our predictions, but readers sometimes do not make the correct prediction and that is okay. That is when we decide we need to revise our thinking and that changes our prediction.  Readers read on and create new predictions about what will happen, and then we read on with this revised prediction in mind.  Confirm (thumbs up) or Revise (hands up with a shrug)? |
| ***Teach:*** As I’ve been reading **Henry and Mudge and the Snowman Plan**, I have been predicting that Mudge would cause a problem at the snowman contest, but I am almost done reading the book and that doesn’t seem to be the problem at all. Mudge has behaved himself and is just visiting other dogs. The real problem seems to be that Henry is nervous about the judging and if he will win.  Did you see how I held onto my original prediction, but then revised it as I read on? Readers need to confirm or revise predictions as we go along. If we create new predictions about what will happen, we read on with our revised prediction in mind. |
| ***Active Involvement:*** Now you try it. Let’s use our Berenstain Bears book. Remember we read to the part of the puppy getting into trouble? I am going to finish reading the last page to you. As I read, I want you to think about your prediction. Was it confirmed or will you have to revise it? Turn to your partner and discuss what your prediction was and whether it was confirmed or if you had to revise it.  Confirm (thumbs up) or Revise (hands up with a shrug)? |
| ***Link:*** Today and every day when you go out to read, remember to hold on to your predictions closely, but be ready to revise them if something changes. Readers create new predictions about what will happen, and then we read on with this revised prediction in mind.  Confirm (thumbs up) or Revise (hands up with a shrug)? |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Choose a couple of kids to come up and share what predictions they revised or confirmed. |

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| **Unit 3 Mini Lesson 5** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Getting to know our characters’ wants and troubles. |
| **Teaching point *(Kid language!)*:** | Readers keep track of their characters’ actions by using post-its to help them retell. (p. 55, 60) |
| **Catchy phrase:** | Keep track to understand! |
| **Text:** | Henry and Mudge and the Snowman plan or similar book |
| **Chart(?):** |  |
| **Standard:** | 2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:* Yesterday we revised or confirmed our predictions. We did this to help us understand the story better.  Today we are going to learn a tip to keep track of our character’s actions to make sure that we follow all that is happening in the story. We can line up our Post-its in a row as we make them to see what big things we’ve noticed as we read. This helps us get ready to retell as we read. We note what the character wants, then what the character does to get it. This helps us keep track of the story and then we are able to retell it to ourselves and to others. |
| ***Teach:*** (Teach is shorter and Active Involvement is longer).Remember the last few days as we were doing our read aloud we wrote on sticky notes to help us keep track of what was happening. We started with what the character wanted and then we used sticky notes to help us keep track of how the character was progressing toward his/her goal. (Teacher removes the post-its from the inside of the book and puts them in a line on the board).  I can use these post-its to help me retell the story. (Teacher touches each post-its in order and reads what was written the day before). |
| ***Active Involvement:***  Let’s try this with **Henry and Mudge and the Snowman Plan.** We will write our first sticky note about what the character wants. Partner A tell Partner B what Henry wants. Partner B, tell me what your partner said. (Teache**r writes it on a sticky note.)**  Now Partner B tell Partner A the first thing Henry does to enter the contest. Partner A tell me what your partner said. (Teacher writes it on a sticky note.)  (Do this several times to create several notes).  Tell your partner in your own words what has happened in the story so far. |
| ***Link:*** Today and every day, you need to keep track of the character’s actions to help you retell the story. Today you can use post-it notes to help you keep track of what the character is doing and to help you retell the story to yourself and others. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Ask volunteers to retell what they have read. |

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| **Unit 3 Mini Lesson 6** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Getting to Know Our Characters’ Wants and Troubles |
| **Teaching point *(Kid language!)*:** | Readers understand the characters by paying attention to scenes or details that don’t fit what they are expecting and reread to make sense. (55, 60) |
| **Catchy phrase:** | Huh? I didn’t expect that! I should go back and reread. |
| **Text:** | Henry and Mudge Under the Yellow Moon |
| **Chart(?):** |  |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  We have been talking about the characters in the story and the problems that they face. Yesterday we talked about retelling the story using post-its. That helps us to keep track of what is happening so we understand the story better.  Today I want to teach you how to pay attention when something doesn’t fit with what you expected. While readers read they imagine what will happen. Sometimes they are right and sometimes something different happens. It is important to pay attention when that happens so you know to go back and reread to make sense of the story.  You can say to yourself, “Huh? I didn’t expect that! I should go back and reread.” | | |
| ***Teach:***  (Use 24-32 from text as a reference)  Remember when we read about Henry’s mom telling the story about the scary shoes? We were expecting that Mudge would make Henry feel safe and not afraid of the story. But then, the mom started telling the story about the shoes and the Clic, Clic, Clic and Henry got scared. We were thinking that the clic, clic, clic would be shoes and we were kind of scared too.  This is where readers really need to pay attention to the details because something that we didn’t expect happened here. On page 29, Henry’s mom leans down to Mudge and says, “Mudge?” when they hear the clic, clic, clic. We expected that the shoes were making the noise when in was actually the teeth.  We need to say to ourselves, “Huh? I didn’t expect that! I should go back and reread.” ( reread page 32)  We found out that is was actually Mudge’s clicking teeth, not shoes that were making the noise. We also expected that Mudge would help Henry be not afraid, but it was actually Henry who hugged Mudge and made him feel better.  Remember, Readers understand the characters by paying attention to scenes or details that don’t fit what they are expecting and reread to make sense. They say to themselves, “Huh? I didn’t expect that! I should go back and reread.” | | |
| ***Active Involvement:***  Remember when we read the chapter Thanksgiving Guest? (pgs. 35-48) In that chapter, Henry doesn’t like his aunt Sally because she talks too much and eats too much. He is also afraid that she will not like his dog Mudge. So, he doesn’t want her to come for Thanksgiving.  Something unexpected happened in the story on pages 43 and 44. (Teacher shows the 2 pages to the students) Please turn and talk to your partner and tell them what happened that we did not expect. Remember, Readers say, “Huh? I didn’t expect that! I should go back and reread.” (While holding open pages 44 and 45 so students can reread if they would like, Teacher listens in as students share their thinking)  I heard several people say that they were surprised when Henry’s aunt Sally fed a cracker to Mudge. We realized that his aunt actually liked his dog.  Remember, Readers understand the characters by paying attention to scenes or details that don’t fit what they are expecting and reread to make sense. They say to themselves, “Huh? I didn’t expect that! I should go back and reread.” | | |
| ***Link:***  Every day during our silent reading time we practice our reading goals. Today you learned a new one and I want you to practice. When something you are reading surprises you, I want you to say to yourself, “Huh? I didn’t expect that! I should go back and reread.” Because, Readers understand the characters by paying attention to scenes or details that don’t fit what they are expecting and reread to make sense. You can continue working on this goal every day to become a better reader! | | |
| **Mid-Workshop Teaching Point:** | | |
| **Share:** | | |
| **Unit 3 Mini Lesson 7** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Readers Think about Characters’ Traits and Feelings |
| **Teaching point *(Kid language!)*:** | Readers refer to specific examples by looking for information about what kind of person the character is. (p. 55,60) |
| **Catchy phrase:** | My character is \_\_\_\_\_\_\_ and I can prove it! |
| **Text:** | Fox on Wheels |
| **Chart(?):** | Character Traits Chart |
| **Standard:** | 2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  We have been talking about characters the last few days. Yesterday I taught you how to pay attention when something doesn’t fit with what you expected. We learned that readers go back and reread to understand the story better.  Today I am going to teach you a new strategy that readers use. Readers don’t just guess what a character will be like, we look for examples from the story that tell us how that character is. We use specific words to describe characters, we don’t just say, my character is nice. We push ourselves to come up with a more precise word and find examples in the book that show off that information. For example, we could say kind or generous. (point to words on character trait chart that mean nice)  We say to ourselves, “My character is \_\_\_\_\_\_\_ and I can prove it!” |
| ***Teach:***  (Use pages 18-34 as a reference)  Watch me as I look for a precise word to describe Fox in this chapter. I am going to think out loud about what he is doing and how he is acting to find a precise word to describe him. Then I will be sure that I find something in the chapter that shows off the type of person that I think he is.  In this chapter Millie climbs a tree and is eating grapes. Fox really wants some of the grapes and Millie says that he has to climb up in the tree to get them. I remember that Fox doesn’t want to climb the tree because he doesn’t like high places. He tried to climb up with his eyes closed, but then he looked down and got scared so he jumped down. Then he thought, I really want the grapes so he tried again. He got scared again and went down. I remember in this part that Millie teased him about being afraid and he didn’t want her to think that he was afraid so he said that he didn’t want grapes after all.  On page 30, Fox was angry with himself. He really wanted to make it up the tree. I think that Fox is perseverant, this means that he never gives up. I need to find a spot in this book that proves that he never gives up because good readers refer to specific examples by looking for information about what kind of person the character is and using precise language to describe them.  (Turn to page 31)  Right here it says that he didn’t want grapes anymore, but he just had to climb that tree! See, I am going to point to it right here in the book. (Teacher points to the sentence that says, But he just *had* to climb that tree.) The next sentence says that he got a running start and he made it all the way to the top. Fox didn’t just give up, he was perseverant and I found a spot in the book that shows it off. My character is perseverant and I proved it! ( add the word perseverant to character trait chart) |
| ***Active Involvement:***  (Use pages 10 – 14 as reference)  Remember when we read the chapter called Doctor Fox? Think about how Fox acted in that chapter. Think in your head about what kind of a character he is in this chapter. Make sure to look at the chart for ideas about precise words that you can use to describe Fox. (Teacher thumbs through the referenced pages so students can remember what happened)  Now I want you to turn and talk to your partner and come up with a precise word to describe Fox. Be sure to find a specific example from the book so you and your partner can prove it because good readers refer to specific examples by looking for information about what kind of person the character is and using precise language to describe them.  (Teacher listens in while students share with their partner)  I hear two students say that Fox is caring and they proved it on page 12 and 13 when he was taking care of his sister. Caring is a precise word and we are going to add it to our Character Trait chart. (Teacher adds word to chart) |
| ***Link:***  While you are reading your books today, I want you to think about the characters and how they are. Remember to use precise words to describe them and find a part that shows off how they are so you can prove it.  Good readers refer to specific examples by looking for information about what kind of person the character is and using precise language to describe them. They say to themselves, My character is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I can prove it! |
| **Mid-Workshop Teaching Point:**  Have any of you found some new and precise words to describe the characters in your books? We can add them to our chart. |
| **Share:** |

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| **Unit 3 Mini Lesson 8** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Readers Think about Characters’ Traits and Feelings |
| **Teaching point *(Kid language!)*:** | Readers notice when the character acts out of character by stopping and saying, “Wait! That doesn’t make sense!” (p.55, 60) |
| **Catchy phrase:** | Wait! That doesn’t make sense. |
| **Text:** | Horrible Harry in room 2B, pgs. 44-55 |
| **Chart(?):** | Character Traits Chart |
| **Standard:** | 2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection****:*  We have been spending a lot of time lately thinking about characters. We have thought about their actions and their traits looking for specific language to describe them. We have learned that characters can have many different traits.  Today we are going to talk about how characters usually act certain ways because that is the type of person they are. But every once in a while a character will do something that makes you go, huh? Why did they do that? That is not like them.  We find that when characters act differently than normal there is usually something that causes them to do that. Good Readers notice when the character acts out of character by stopping and saying, “Wait! That doesn’t make sense!” |
| ***Teach:***  So we just finished the story Horrible Harry in rm. 2B. While reading we came up with lots of words to describe Harry, horrible, terrible, naughty, ornery, etc… because he usually acts those ways.  On page 44 and 45, Harry does something out of character. I am going to reread a few paragraphs and then I am going to think out loud about how he acts out of character. Watch me notice when he acts out of character. (Teacher reads pg. 44-45, up to the part in the middle of pg. 45 where it says, Harry really is horrible.)  Normally, Harry acts really ornery and mean, but at the top of pg. 45 he does something nice. “Wait! That doesn’t make sense.” Did you notice? He acts nice. Song Lee doesn’t have a partner and he says that he will be her partner. So, I wonder why he did that? Okay…now I notice that his friend Doug will not have a partner. Then, Harry says, you can tough it out and flashes his teeth at Doug. I think he had a different plan. He was being nice, but not really. By being Song Lee’s partner, it left Doug without a partner. It even says right here, (teacher points to middle of pg. 45) Harry really is horrible! So, see? I was right.  Readers notice when the character acts out of character by stopping and saying, “Wait! That doesn’t make sense!” |
| ***Active Involvement:***  Now you are going to get a chance to practice. I am going to read aloud a part that I have already read. (Teacher reads page 51)  Harry acted differently in this part. He seemed to be being very helpful. What did he do to seem like he was being helpful. Turn and talk to your partner. (Teacher gives them a minute to talk)  Do you think that he was really trying to be helpful? Or are you saying to yourself, “Wait! That doesn’t make sense.” Turn and tell your partner if you think he was really being nice or if you think he had a different plan.  I heard some students saying that Harry was really trying to play a trick on someone because they noticed on the bottom of page 51 that Harry said, some jerk is going to get a big surprise when he opens this! He really was planning on being naughty even though it seemed like he was trying to be helpful.  We find that when characters act differently than normal there is usually something that causes them to do that. Good Readers notice when the character acts out of character by stopping and saying, “Wait! That doesn’t make sense!” |
| ***Link:***  Today we talked about how characters have traits and they normally act certain ways. Sometimes characters do things that are out of character and that makes you stop and think, wondering why.  As you are reading about your characters I want you to continue thinking about how they act. If you happen to notice that they are doing something unexpected or acting differently you are going to say, “Wait! That doesn’t make sense.” Because good readers notice when the character acts out of character. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 9** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Readers Think about Characters’ Traits and Feelings |
| **Teaching point *(Kid language!)*:** | Readers study their characters in story by tracking their feelings. (p. 56, 61) 3.RML.3-9 |
| **Catchy phrase:** | Different feeling! Why? |
| **Text:** | Henry and Mudge: Under the Yellow Moon |
| **Chart(?):** | Character Traits chart |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  During this unit we have been focusing on characters. We have been looking very closely at their actions and their personality traits to understand them more deeply. Good readers always try to understand their stories as deeply as possible.  Today I want to teach you another way to learn about our characters. Readers not only think about the character traits, but also their feelings. We notice what they are feeling in the beginning, middle, and end of the story and how it changes over time.  Most characters don’t change their core traits- Mudge is playful in the beginning, middle, and end of the story. However, his feelings change. Sometimes he is lonely and other times he is joyful. Even though their core traits don’t change, their feelings change depending on what happens in the story.  Good readers study their characters in the story by tracking their feelings. When they notice a change in the character’s feelings, they stop and say, “Different feelings! Why?” |
| ***Teach:***  Watch me as I show you when I notice how Henry’s feelings change over the story.  (Teacher uses pages 12-33 as reference)  In the beginning of the story Henry looks happy and excited about Halloween. But then, on page 15, he looks scared in the illustration and it says that he does not like ghost stories and Henry’s mother loved telling ghost stories. He felt scared when his mom started to tell the stories. In the middle of the story he feels braver because he has Mudge and he thinks that Mudge will feel brave and make him unafraid. That makes him feel confident. (Teachers adds confident to character trait chart)  On page 30 his feelings change again. Good readers study their characters in the story by tracking their feelings. When they notice a change in the character’s feelings, they stop and say, “Different feelings! Why?”  He’s scared again because of the clicking, but then at the end, on page 33, he has a big smile on his face and he is hugging Mudge. He is not afraid. Why?  I know. It’s because Mudge was afraid and Henry thought, poor Mudge. He wanted to be brave for his friend. So he hugged him and put on a smile to show that he was brave.  I noticed that his feelings changed across the beginning, middle, and end of the story and I asked myself why. Good readers study their characters in the story by tracking their feelings. When they notice a change in the character’s feelings, they stop and say, “Different feelings! Why?” |
| ***Active Involvement:***  (Use pages 34-48 as a reference)  We read Thanksgiving Guest recently and in that story Henry’s feelings changed a lot.  Let’s look through the pictures and think about how he was feeling in the beginning, middle, and end of the story. (Teacher thumbs through the pictures, looking at Henry’s expressions. Teacher points at each changing expression and directs students to say, “Different feelings! Why?”)  Turn and talk to your partner about how Henry’s feelings changed during the beginning, middle, and end of the story. Remember, Good readers study their characters in the story by tracking their feelings. When they notice a change in the character’s feelings, they stop and say, “Different feelings! Why?”  (Teacher allows 2 minutes for partners to talk about how Henry’s feeling changed throughout this section.)  I heard several people talking about how Henry’s feelings changed throughout the story. In the beginning he didn’t want his aunt to come and was afraid she wouldn’t like his dog. In the middle of the story he was surprised because his aunt threw crackers to his dog. In the end, he was relieved and thankful because she ended up liking his dog a lot.  (Add Relieved, thankful, and surprised to the Character Trait chart)  We noticed that his feelings changed across the beginning, middle, and end of the story and we asked ourselves why. Good readers study their characters in the story by tracking their feelings. When they notice a change in the character’s feelings, they stop and say, “Different feelings! Why?” |
| ***Link:***  Today we talked about one more way that we can understand our characters more deeply. We learned that even though characters do not usually change their core traits, their feelings do change across the beginning, middle, and end of a story depending on what happens to them. By keeping track of how their feelings change throughout the book we will understand our character more deeply.  Along with the other goals that you have for reading, I want you to continue thinking about the character’s feelings and why their feelings changed.  Good readers study their characters in the story by tracking their feelings. When they notice a change in the character’s feelings, they stop and say, “Different feelings! Why?” |
| **Mid-Workshop Teaching Point:**  Would anyone like to share how their characters have changed throughout their stories? |
| **Share:** |

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| **Unit 3 Mini Lesson 10** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Readers can find deeper meanings in our books |
| **Teaching point *(Kid language!)*:** | Readers push our partnership to have some new thinking about the characters actions and feelings by listen carefully to each other and raising questions about what their reading partner says. (p.56,61) |
| **Catchy phrase:** | Listen, think, and ask.  Escucha, piensa, y pregunta. |
| **Text:** | Teacher briefly retells two stories during active engagement |
| **Chart:** | Questions to ask a reading partner |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  **Connection**:  We have been working really hard on getting to know our characters, thinking about the story, and using strategies to help us retell better. You have been tracking your characters feelings across the story, paying special attention to how their feelings change. Like when Rudolph was shy and embarrassed at the beginning of the story and then he became brave and wanted to participate in the games. Finally, he felt proud, as he helped santa find his list and when he got to lead the sleigh.  But it isn’t enough to just track how a character feels, or acts. We also need to ask questions to help us think more deeply about why our characters felt a certain way or acted as they did. Or even ask ourselves, would I have felt or acted that way?  So today, we are going to begin asking our partners questions to help us understand our characters better. We are going to Listen-think and ask. |
| **Teach:**  Watch me as I show you how this looks. I asked \_\_\_\_\_\_\_\_\_ to bring up one of his books. He is going to tell me a little bit about the story. And I will listen-think and ask.  (Student shares)  So, \_\_\_\_\_ just shared some great information about his character in his story. I can learn more and help my partner think more deeply by asking questions like  Why would…. Why did… would you…..  Here are some questions I can ask a partner (chart)   * Why do you think the character feels that way? * What would you do if you were the character?   (teacher invites a student – previously arranged – to share their book, maybe their findings from the lesson before and teacher listens, thinks, and asks questions related to the student’s sharing).  When Student was sharing his story, I paid attention to what my partner was sharing, and I reminded myself to Listen, think, and ask. |
| ***Active Involvement:***  *Now I am going to tell you about two stories I read, and I want you to listen, think, and ask.*  *First, partner A will ask partner B a question about my story.*  *Listen, think, and ask.*  *(teacher tells 1st story)*  *Now, partner B will ask partner A a question about my second story.*  *Listen, think, and ask.*  *(teacher tells 2nd story)* |
| ***Link:***  *I heard Student B asking Student A what they would do if they were the character, and that question really made Student A think. That’s great!*  *So when you are working with your partner today and everyday, remember to Listen, think, and ask* to help us understand our characters better. We are going to Listen-think and ask. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 3 Mini Lesson 11** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Readers can find deeper meanings in our books |
| **Teaching point *(Kid language!)*:** | Readers grow big ideas by noticing when the character is expressing a strong emotion or changing how they feel (p.56,61) |
| **Catchy phrase:** | When character’s feelings change, something has happened.  Cuando el sentimiento del personaje cambia, algo pasó. |
| **Text:** | Knuffle Bunny (or another books with mood shift) |
| **Chart(?):** | Reference the traits of the character chart in the connection part |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *We’ve been talking a lot about characters, about how they feel, what kind of person they are, and how they act and react to situations.* |
| *(Reference the character trait chart from previous lessons)*  ***Teach:***  *As readers, we notice when a character’s feeling changes. That tells us that something important happened in the story.* *Readers grow big ideas by noticing when the character is expressing a strong emotion or changing how they feel.*  *When character’s feelings change, something has happened.*  *Let me show you what I mean.*  *In this book, the little girl, Trixie, is taking the laundry to the Laundromat with her dad. She is excited and joyful, until something happens. Listen as I read this passage and watch how I stop and notice when her feelings change, and how that tells me that something important has happened in the story. That tells me there is a big idea here because I know that When character’s feelings change, something has happened.*  *(Teacher reads passage, stopping when the character’s emotions change, and thinking aloud, reflecting on the changes in the plot).*  *The change in Trixie’s feelings tells me to pay attention and read carefully because something big is happening.*  *(Skip from the page when Trixie has big wide eyes to the page where she and dad get home to show what had happened)*  *Ah-ha! I knew something big had happened, because Trixie’s feelings changed, and I know that When character’s feelings change, something has happened.* |
| ***Active Involvement:***  *As I read, pay attention to the characters’ feelings. Remember that When character’s feelings change, something has happened.*  *(teacher briefly tells the Goldilocks story until the part when the bears get home. Teacher reads the passage when the bears confront Goldilocks and she reacts.)*  *Partner A tell partner B what Goldilocks is feeling. Partner B, tell partner A what has happened in the story to make her feel that way.*    *Remember: When character’s feelings change, something has happened.* |
| ***Link:***  *Today and every day for the rest of your reading lives remember that When character’s feelings change, something has happened.* |
| **Mid-Workshop Teaching Point:** |
| **Share:**  *What changes in feelings did you find in the stories you read today?*  *What has happened in your story that caused those feelings to change?* |

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| **Unit 3 Mini Lesson 12** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Readers can find deeper meanings in our books |
| **Teaching point *(Kid language!)*:** | Readers prepare for their partner by jotting down notes to look over and compare. |
| **Catchy phrase:** | Read, think, jot – before you meet!  İLee, piensa, anota – antes de compartir! |
| **Text:** |  |
| **Chart(?):** |  |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *We have been working with partners all year. Looking for words, sharing our books, and even recommending books to each other. Working with partners is really important work.* |
| ***Teach:***  *Today, I will show you how we prepare before we meet with our partner.*  *Readers prepare for their partner by jotting down notes to look over and compare. We Read, think, jot – before we meet!*  *(Teacher shares an example of how she ‘jotted’ notes on stickies in order to share with her peers. Teacher also shows how she gets ready for a lesson by marking pages in a book)*  *(Teacher models using a book and stickies to jot down notes to share or compare with a partner – La mejor niñera de Froggy, is a good one for next day’s lesson because he is quite inappropriate)*  *Hum… This is a part I would like to share with my partner. Let me jot some notes before I share, because as readers we need to remember to Read, think, jot – before we meet.* |
| ***Active Involvement:***  *Using either a big book, or a blown up page of a book, read a simple, but intriguing passage of a story, then have students think, and “jot” on an invisible sticky in their hand before turning to a partner and sharing their ‘thought’.*  *Because readers prepare for their partner by jotting down notes to look over and compare. We Read, think, jot – before we meet!* |
| ***Link:***  *Today and every day for the rest of your reading lives remember We Read, think, jot – before we meet!* |
| **Mid-Workshop Teaching Point:**  *(Teacher gives students 5 minutes to jot notes or to select books in which they have written notes and has partners sit together to share. Students work the remainder of the workshop time with their partners. Partners may also jot one note together).* |
| **Share:**  *Teacher chooses three partner notes that may be good examples to share with the whole group.* |

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| **Unit 3 Mini Lesson 13** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Readers can find deeper meanings in our books |
| **Teaching point *(Kid language!)*:** | Readers get ready for conversations by comparing each other’s post-its about the character and our opinions. |
| **Catchy phrase:** | Read, think, jot your opinions- before you meet.  Lee, piensa y anota tu opinion-antes de compartir. |
| **Text:** |  |
| **Chart(?):** | Reference opinion chart done during shared reading. |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *We’ve been talking a lot about our opinions during shared reading. We have also been learning how to prepare to share with partners by remembering to Read, think, jot- before we meet.* |
| ***Teach:***  *Today we will learn how to put it all together.* Readers get ready for conversations by comparing each other’s post-its about the character and our opinions. *We will learn how to: Read, think, jot our opinions-before we meet.*  *Let me show you what I mean.*  *In this story, Froggy has a new nanny. When she is talking on the phone, listen to what happens. (Teacher reads the page where Froggy is listening in on her phone conversation and he makes fun of her and her boyfriend.)*  *Hmmm…..that was rude. Let me write my opinion down on this sticky note so that when I get together with my partner I can share my thoughts with her. Because, we Read, think, jot our opinions-before we meet.*  *Teacher uses a puppet partner to give a different opinion about the same part in the story. The puppet thinks that Froggy was clever and funny when he listened in on the phone conversation and made fun of Sandy (the babysitter).*    *Mr. Puppet and I are now ready to discuss our opinions because we prepared. We always- Read, think, jot our opinions-before we meet.* |
| ***Active Involvement:***  *As I read, pay attention to what is happening in the story. When I stop, think and “jot” your opinion on your imaginary sticky note, then turn to a partner and share your opinion.*  *Teacher reads the page where Sandy calls Froggy to bathe and Froggy doesn’t want to go. Remember to Read, think, jot your opinion-before you turn to your partner.* |
| ***Link:***  *Today and every day for the rest of your reading lives remember that* Readers get ready for conversations by comparing each other’s post-its about the character and our opinions. *We…Read, think, jot our opinions-before we meet.* |
| **Mid-Workshop Teaching Point:** |
| **Share:**  *Teacher listens in on student conversations and observes notes and picks some good examples of students, sharing their opinions with the class.* |

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| **Unit 3 Mini Lesson 14** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Readers can find deeper meanings in our books |
| **Teaching point *(Kid language!)*:** | Readers catch the changes in the character from the beginning, middle and end of the story by asking what is different and jotting that on a post it (p.57, 62). |
| **Catchy phrase:** | To catch the changes in the character, Readers ask: What is different? And jot it on a post it.  Para anotar los cambios en el personaje, Los lectores se preguntan: ¿Qué ha cambiado? Y lo escriben en su sticky. |
| **Text:** | Armadillo el chismoso, **previously read during shared reading.** Knuffle Bunny |
| **Chart(?):** |  |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *We’ve been looking closely at our characters. We learned that as the story changes, characters’ feelings change and their actions change.* |
| ***Teach:***  *Today we will learn how to put it all together to understand how characters themselves change. Readers catch the changes in the character from the beginning, middle and end of the story by asking: What is different? And jotting that on a post it.*  *Let me show you what I mean.*  *(Teacher uses notes from a previously read book in which the character goes through changes from the beginning, middle and end of the story.) As I read this book I asked myself-What is different? And jotted it on a post it.*  *(Teacher has this prepped ahead of time with examples of changes in the character from the beginning, middle and end of the story. )*  As Readers, it is important for us to catch the changes in the character from the beginning, middle and end of the story by asking: What is different? And jotting that on a post it. |
| ***Active Involvement:***  *(Teacher posts 3-5 blown up pictures with text of a very familiar story that has been read during class time, such as the Knuffle Bunny book). Look and listen as I read these pages, then stop and ask yourself; What is different? And jot that on your imaginary post-it.*  *Now, turn to your partner and talk about the changes that you noticed.* |
| ***Link:***  *Today and every day for the rest of your reading lives remember that Readers catch the changes in the character from the beginning, middle and end of the story by asking: What is different? And jotting that on a post it.* |
| **Mid-Workshop Teaching Point:** |
| **Share:**  *Teacher listens in on student conversations and observes notes and picks some good examples of students noticing changes, and shares it with the class.* |

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| **Unit 3 Mini Lesson 15** |

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| **Unit of Study:** | #3 Characters face bigger challenges and so do readers |
| **Goal:** | Readers can find deeper meanings in our books |
| **Teaching point *(Kid language!)*:** | Readers learn from characters by asking ourselves: Did I learn something I can use in my life? (pg. 57, 62) |
| **Catchy phrase:** | What did I learn from the character that I can use in my life?  ¿Qué he aprendido del personaje que pudiera usar en mi vida? |
| **Text:** | Knuffle Bunny, or any **previously read story from shared reading, to be only used as reference.** |
| **Chart(?):** |  |
| **Standard:** | 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *Yesterday, we learned that as the story changes, characters’ feelings change and their actions change.* |
| ***Teach:***  *Today, I will show you how: R*eaders learn from characters by asking themselves: What did I learn from the character that I can use in my life?  *Let me show you what I mean.*  *The other day I read the story Knuffle Bunny. In that story Trixie, loses her bunny and she tries to tell her dad that her bunny is missing. Because Dad couldn’t understand her, he continued walking and took her home.*  *In the end, Mom asks Dad where the bunny is and he realizes that Trixie had been trying to tell him that her bunny was missing. After I read, I asked myself:* What did I learn from the character that I can use in my life?  I learned that when I don’t understand what someone is saying I should stop and try to figure out or let the other person show me what they need, because it could be something important.  This is what I learned from the character that I can use in my life. Now it’s your turn. |
| ***Active Involvement:***  *(Teacher shows a well-known story- no need to read the story (such as 3 Bears, Little Red Riding Hood, etc…)*  *Partner A is going to ask Partner B the question and Partner B is going to answer.*  *Partner A turn to Partner B and ask:* What did you learn from the character that you can use in your life? (Partner B answers.)  (Teacher shows another well-known story –no need to read the story.)  Now Partner B *is going to ask Partner A the question and Partner A is going to answer.*  *Partner B turn to Partner A and ask:* What did you learn from the character that you can use in your life?  *(Partner A answers)* |
| ***Link:***  *For the rest of your lives you will ask yourselves:* What did I learn from the character that I can use in my life? Off you go! |
| **Mid-Workshop Teaching Point:** |
| **Share:**  *Teacher listens in on student conversations and makes note of students who are gathering “lessons” from the books they’re reading to share with the class.* |