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*Following Characters into Meaning*

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| ***Grade 3 Reading Unit 2*** | Dates: |
| **Unit of Study Planning Template** |

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| Unit: Following Characters into Meaning |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Walking In A Characters Shoes: Envisionment And Prediction * Building Theories About Characters * Growing And Learning Lessons Alongside Characters |

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

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| Standards:  Priority | 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; **describe how each successive part builds on earlier sections.**  3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.  3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings   3. SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics* *and texts*,building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. 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). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 4. Explain their own ideas and understanding in light of the discussion   3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)  3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening   1. Choose words and phrases for effect.\* |

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| Key Vocabulary: | Character  Secondary character  Envisionment  Prediction  Empathy  Revise  Inference  Dramatization  Connection  Personality  Precise  Lesson/message/moral  Synthesis |

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| Anchor Texts: | Fairy Tales, folk tales, myths, (The Two Volcanos) Because of Winn Dixie, Poppleton, Poppy, Charlotte’s Web |

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| Other Resources: | Ipad, Literary word chart, discussion prompt chart |

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| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Informal running record (p. 35-36)  Assessment checklist  Reading journal entries | Possible excerpt of text for students to analyze character.   * With 2-3 prompts for students to consider. (p. 34-35,118-119) |

Unit of Study At A Glance Planner

| **UNIT:** Following Characters into meaning | | |
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| **GOAL:1**  Walking in a Characters Shoes  Envisionment and Prediction | **GOAL:**  Building Theories about Characters | **GOAL:**  Growing and Learning Lessons Alongside Characters |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| *Use Prompts from pages**34-35:*   * Readers understand their characters by becoming them (p. 37, 44) * Readers understand the characters better by seeing the world through their eyes (p. 36, 44-45) * Readers understand how characters feel and think by making text to self connections. (p.36, 45) * Readers understand stories more deeply by making a mental movie and revising it (p.36, 38, 45) * Readers keep track of what the character is thinking and feeling by jotting down notes as they read (p.38) * Readers make strong predictions using what they already know about the characters. (p.38, 45) * Readers deepen their understanding of the story by predicting, envisioning, empathizing and connecting with the character (p 45) | *Use Prompts from pages**34-35:*   * Readers change their theories about the character by describing how new information builds on earlier parts they’ve read. (p.39-45) * Readers form new theories about characters by noticing their actions (p. 39, 45) * Readers notice how characters change throughout the story by paying attention to their relationships, situations or lessons learned. (p.40, 46) * Readers analyze characters by noticing their clothing, hairstyle, and objects that are important to them. (p. 39, 46) * Readers understand cause and effect by recognizing that the choices made by one character affect other characters. (p.40, 46) * Readers better understand the characters by describing how their specific actions and words affect other characters.   + MWTP: to understand the main character, analyze the secondary characters actions toward the main character. (p. 40, 46)   + Readers form more accurate theories about characters by using precise language to describe them and their actions. CHART(p.40-41, 46) * Readers deepen their conversations about characters by using their post-it notes and conversation prompts to discuss with each other. (p. 34-35, 41) | * Turning points- (p 42, 46) * Readers discover that characters often solve their own problems by noticing times where the character grows or changes (p.42, 46) * Readers think about how secondary characters affect/influence the main character by noticing their specific role. 43, 46) (make connection to lesson 10)   + MWTP –who are the secondary characters in your life? And how do they affect you? * Readers make connections to their own lives by noticing the lessons characters learn and how they change. (p. 43, 46) |

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| **WORKSHOP CALENDAR FOR:** | **Grade 3 Reading Unit 2** |  |
| **Unit of Study:** | Following Characters into Meaning |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  | Readers understand their characters by becoming them (p. 37, 44)  3.RML.2-1 | Readers understand the characters better by seeing the world through their eyes (p. 36, 44-45)  3.RML.2-2 | Readers understand how characters feel and think by making text to self-connections. (p.36, 45)  3.RML.2-3 | Mini-lesson Choice Day |
| Readers understand stories more deeply by making a mental movie and revising it (p.36, 38, 45)  3.RML.2-4 | Readers keep track of what the character is thinking and feeling by jotting down notes as they read (p.38)  3.RML.2-5 | Mini-lesson Choice Day | Readers make strong predictions using what they already know about the characters.  (p.38, 45)  3.RML.2-6 | Readers deepen their understanding of the story by predicting, envisioning, empathizing and connecting with the character (p 45)  3.RML.2-7 |
| Readers change their theories about the character by describing how new information builds on earlier parts they’ve read. (p.39-45)  3.RML.2-8 | Readers form new theories about characters by noticing their actions (p. 39, 45)  3.RML.2-9 | Readers notice how characters change throughout the story by paying attention to their relationships, situations or lessons learned. (p.40, 46)  3.RML.2-10 | Readers analyze characters by noticing their clothing, hairstyle, and objects that are important to them. (p. 39, 46)  3.RML.2-11 | Mini-lesson Choice Day |
| Readers understand cause and effect by recognizing that the choices made by one character affect other characters.  . (p.40, 46)  3.RML.2-12 | Readers better understand the characters by describing how their specific actions and words affect other characters.  MWTP: to understand the main character, analyze the secondary characters actions toward the main character. (p. 40, 46)  3.RML.2-13 | Mini-lesson Choice Day | Readers form more accurate theories about characters by using precise language to describe them and their actions.  CHART(p.40-41, 46)  3.RML.2-14 | Readers deepen their conversations about characters by using their post-it notes and conversation prompts to discuss with each other.  (p. 34-35, 41)  3.RML.2-15 |
| Readers notice turning points and look for changes in characters by noticing their own emotions. (p 42, 46)  3.RML.2-16 | Mini-lesson Choice Day | Readers discover that characters often solve their own problems by noticing times where the character grows or changes (p.42, 46)  3.RML.2-17 | Readers think about how secondary characters affect/influence the main character by noticing their specific role. 43, 46) (make connection to lesson 10)  MWTP –who are the secondary characters in your life? And how do they affect you?  3.RML.2-18 | Readers make connections to their own lives by noticing the lessons characters learn and how they change. (p. 43, 46)  3.RML.2-19 |

**Assessment Checklist**

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| **Unit:** Following Characters into Meaning |

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| Name | I can read fluently and accurately at my level. 3.RF.4 | I can use precise language when describing characters 3.L.3 a. | I can express my ideas about characters and build on others through discussion. 3.SL.1 a-d | I can describe how characters changed over the course of the story 3.RL.5 | I can determine the central message and back it up with details  .RL.2 | **Notes** |
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* = Beginning √= Developing X= Secure

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| **Unit 2 Mini Lesson 1** |

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| **Unit of Study:** | *Following Characters into Meaning* |
| **Goal:** | *Walking in a character’s shoes: Envisionment and prediction* |
| **Teaching point** *(Kid language!)***:** | Readers understand their characters by becoming them |
| **Catchy phrase:** | Poof, I’m the character! (wave your magic wand feather duster) |
| **Text:** | The Magic Treehouse: Dinosaurs Before Dark |
| **Chart:** | Previously read text from The Magic Treehouse projected or written |
| **Standard:** | 3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.  3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** (Teacher takes out a read aloud that was read earlier)  Readers, yesterday, when I was reading aloud The Magic Treehouse, I got to the part where Annie sees the pteranodon flying outside of the window of the treehouse, I noticed that I didn’t really sound like Annie would sound. Imagine if you saw a dinosaur flying outside of your treehouse!!! How would you react? You might scream, or shout, or shake all over. It would be scary and exciting.  If we didn’t react, that would be kind of boring.  Today, we are going to have a chance to pretend that we’re the characters in a story, and instead of just reading the story, we are going to react like they would really react! We’ll get a chance to act like the characters would really act and talk like the characters would really talk. We’ll use our bodies and words to make the characters come alive. Before you act, you can use your magic wands on yourselves and say, “Poof! I’m the character!” |
| ***Teach:***  (have a giant feather duster ready and a piece of text from the read aloud that they’ve already heard)  We just learned that we can use our bodies and words to make characters come alive.  Watch me as I demonstrate how to become a character in a story. I’m going to reread the section in The Magic Treehouse where Annie sees the pteranadon. You will see me use my body and my words to sound like Annie is really talking. (Teacher looks at chart on the wall and gets out her magic wand and says…) “Poof, I’m the character!” (Teacher reads the section of the book like Annie would say it and acts like Annie would act.)  Did you see how I brought Annie to life with my body and my words? When I did this, I was envisioning Annie and how she would act. It helped me to understand her better. Good readers do this when they read fiction. They bring their characters alive with their bodies and their words to understand them better. |
| ***Active Involvement:***  (student pairs need one magic wand between them.)  In a moment you will be working with your partners. You can see the text that I just read displayed on the wall behind me. You will get to practice bringing Annie to life with your words and your bodies just like I did. You will get to say, “Poof, I’m the character!” before you start to read. Then, you will imagine how Annie would react and do it.  You and your partner need to decide who will go first. When you’ve decided who will go first, that person needs to take the magic wand, say “Poof, I’m the character!” and read the passage like Annie would. Then, you will switch and the other person will get to be Annie.  (give time to practice this)  (after students have time to work with their partners, Teacher shares about how one partnership used their bodies and words to bring Annie alive.)  Remember readers, when you want to act like a character, you can say, “Poof, I’m a character!  and become the character so that you can understand her better. |
| ***Link:***  So, I want you to remember today and every day, that you can understand the characters in a story better when you bring your characters alive with your bodies and your words. You will always understand a fictional story better if you try to imagine how the characters in it would really act and feel.  Good readers bring their characters alive. They say, “Poof, I’m the character!” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 2** |

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| **Unit of Study:** | *Following Characters into Meaning* |
| **Goal:** | *Walking in a character’s shoes: Envisionment and prediction* |
| **Teaching point** *(Kid language!)***:** | Readers understand the characters better by seeing the world through their eyes |
| **Catchy phrase:** | I put on my character glasses |
| **Text:** | The Magic Treehouse: Dinosaurs Before Dark |
| **Chart:** |  |
| **Standard:** | 3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.  3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.   3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** (Teacher puts up the chart from yesterday, adding Jack’s reaction to Annie’s discovery of the dinosaur to the chart)  Readers, yesterday, we practiced becoming our characters by using our bodies and our words to help us understand Annie better. We got to act like Annie would act when she saw the pteranadon flying by the treehouse. We said, “Poof, I’m the character!”  It was fun acting like Annie would act, but we didn’t talk about how Jack would act. Imagine if your sister told you that she had just seen a flying pteranadon outside of your treehouse! What would you say? What would you do? It is important to think about how all of the characters in our book would think and act.  Today, we are going to continue envisioning our characters, and practice how both Jack and Annie would react to the situation. Readers learn to see the world of the story through the characters eyes. (Hold up your opera glasses to your eyes.) |
| ***Teach:***  (Have a pair of opera glasses made out of paper ready to use. Coach a student ahead of time to pause after reading a section.)  (Teacher asks for a volunteer student to play the part of Annie. Alternatively, you could have a guest teacher help with this.)  Maria and I are going to show you how to see the world through the eyes of our characters. Maria is going to reread the section in The Magic Treehouse where Annie sees the pteranadon. She will bring Annie to life by using her body and her words to sound like Annie is really talking.  This time, as Maria is talking, I will pretend that I am Jack, listening to her tell me about the pteranadon. As she is telling me, I will see the world through her eyes and react appropriately.  (Maria and teacher act out the first section of the text on the wall.)  Oh, I need to stop and see the world of the story through Jack’s eyes. How would he react to Maria saying that she just saw a pteranadon flying by their treehouse? How would his body react? I think he would be shocked and maybe be in disbelief. He might even think she’s crazy. He might throw up his hands at her like, “Whatever!”  (Teacher acts out Jack’s part.)  Did you notice how both of us saw the world of the story through the eyes of our characters? This helps us to understand the story better because we are envisioning how the characters would act as the story unfolds. |
| ***Active Involvement:***  (student pairs need one pair of opera glasses between them.)  In a moment you will be working with your partners. You can see the text that Maria and I just read displayed on the wall behind us. You will get to practice seeing the world of the story through Annie and Jack’s eyes just like we did.  You and your partner need to decide who will play the part of Annie and who will play the part of Jack. When you’ve decided who will play Annie, that person will read Annie’s part like Annie would. The other person will see the world of the story through Annie’s eyes and use their body and words to react like Jack would. If you have time, you can switch roles so that you can see the world of the story through the other character’s eyes.  (give time to practice this)  (after students have time to work with their partners, Teacher shares about how one partnership used their bodies and words to see the world of the story through Annie and Jack’s eyes.)  Remember readers, when you’re reading fictional stories, you can understand them better if you  learn to see the world of the story through the characters eyes. (put your opera glasses to your eyes.) |
| ***Link:***  So, I want you to remember today and every day, that you can understand the characters in a story better when you learn to see the world of the story through the character’s eyes. You will always understand a fictional story better if you try to imagine how the characters in it would react to each other. How would they really act and feel? |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 3** |

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| **Unit of Study:** | *Following Characters into Meaning* |
| **Goal:** | *Walking in a character’s shoes: Envisionment and prediction* |
| **Teaching point** *(Kid language!)***:** | Readers understand how characters feel and think by making text to self connections. |
| **Catchy phrase:** | “This reminds me of…because…” (point to temple) |
| **Text:** | Refer back to a previous read aloud with which children are already familiar, in this case Henry and Mudge and Puddle Trouble |
| **Chart:** | Previous chart from lessons 1 and 2 |
| **Standard:** | 3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently  3. SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics* *and texts*,building on others’ ideas and expressing their own clearly. bFollow 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). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** (Teacher refers to the chart from yesterday)  Do you remember when we were reading about Jack and Annie, and Annie was telling Jack that she saw a pteranadon outside of the treehouse? Jack didn’t believe her even though it was true! When I was reading that, I was thinking, “Hmm…this reminds me of when I saw, (teacher provides own story) because no one believed me then either.” It was horrible to feel that way, because I knew that it really happened.  When you are reading a story, you will have a better understanding of it if you try and make a connection between the character and yourself. We call this a text to self-connection. We say, “Hmm…this reminds me of…because…” and then we think of what happened in our life that is the same as in the character’s life. |
| ***Teach:***  (Teacher gets out the familiar story, in this case Henry and Mudge and Puddle Trouble)  Remember when we were reading Henry and Mudge and Puddle Trouble the other day? Henry and Mudge go outside without asking permission. They jump in a puddle as big as an ocean and get all muddy and wet. Then Henry’s dad comes out and talks to them in a very stern voice. Henry thinks he’s going to get into big trouble for going outside without permission. …but then, Henry’s dad says, “Next time ask me to come along!” and he jumps in the puddle too!  Hmm…this reminds me of when (teacher supplies own story that is similar to this.) because…(teacher supplies connection)  I just made a connection between Henry and myself because I used that happened in the book to Henry and related it to what happened in my own life. This helps me to understand what I read better, because I’m relating it to things I know about.  When I say to myself, “This reminds me of…because…” (point to temple) I’m making a text-to self connection. |
| ***Active Involvement:***  Right now, I want you to take a moment and close your eyes and think about what we read about Henry and Mudge going outside. I want you to think about a time when you did something that you thought would get you into big trouble, but it turned out that you didn’t get into any trouble at all. When you’ve thought of that time, give me a thumbs up so that I know you’re ready to share your Text-to Self connection.  (give time to think)  Okay, I see that most of you are ready to share. When I ring the bell, turn and talk to your elbow partner about your Text-to-self connection. Remember to say, “This reminds me of…because…” and to be a good partner by listening to each other and taking turns.  (give time to practice this)  (after students have time to work with their partners, Teacher shares one of two connections that she heard.)  Remember readers, when you’re reading fictional stories, you can understand them better if you  make text to self connections with the characters in the story. You should say, “Hmm…this reminds me of…because…” |
| ***Link:***  From now on, whenever you’re reading fictional stories, try and relate with the characters by making a text to self connection whenever you can. This takes practice to master, but if you work on it, you will come to understand characters even better than before. You can start practicing this today alongside your other reading goals when you are reading during independent time. Think carefully about what is happening to the characters and then say, “Hmm…this reminds me of…because…” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 4** |

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| **Unit of Study:** | *Following Characters into Meaning* |
| **Goal:** | *Walking in a character’s shoes: Envisionment and prediction* |
| **Teaching point** *(Kid language!)***:** | Readers understand stories more deeply by making a mental movie and revising it |
| **Catchy phrase:** | “Oops, I’ll have to change what I’m thinking!” |
| **Text:** | Henry and Mudge and Puddle Trouble  Henry and Mudge and the Snow Glory (inside of Puddle Trouble) |
| **Chart:** |  |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  3. SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics* *and texts*,building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. 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)   3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (ie: create mood, emphasize aspects of a character or setting.) |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** (Teacher refers to the chart from yesterday)  We have been writing personal narratives during Writer’s Workshop for the past couple of weeks. One of our strategies has been to think of a special person in our life, zoom in on a special moment between you and that person and make a movie in your mind about that person and that moment before you write about it.  Authors do the same thing when they are writing about a character. To keep the story moving, they have to add details that force us to change what we’re thinking about the character.  When we read something that makes our mental movie change, we have to stop and say, “Oops! I’ll have to change what I’m thinking.” And include the new information in our new understanding, because when we are creating a mental movie in our minds while we’re reading, we need to revise it when something changes our thinking. |
| ***Teach: (share an example)***  (Teacher gets out the familiar story, in this case Henry and Mudge and Puddle Trouble)  The first time I read Henry and Mudge and Puddle Trouble with you, remember how we thought that Henry’s dad was going to be really mad at Henry and Mudge for getting all wet and muddy. We thought Henry was going to get in big trouble with his dad.  But then, when we kept reading, we saw in the pictures that Henry’s dad had a smile on his face, and he said, “Next time, invite me to come along.!”  When he said that, we had to change our mental movies because he didn’t get mad. We saw his smile in the illustration, and he jumped in the puddle too! We said, “Oops, I’ll have to change what I said about Henry’s dad, because he wasn’t mad after all.”  Making mental pictures and revising them as we read is a strategy good readers use in order to understand stories more deeply. They say, “Oops, I’ll have to change what I’m thinking!” when they read something that makes them think differently than before. |
| ***Active Involvement:***  (put up pictures of Snow Glory that show how Henry’s face changes from angry to understanding after Mudge eats the flower, each partnership could have copies of the three pages too, if possible)  Remember when we read this story on the board? Do you remember this part? This is where Mudge ate Henry’s flower. Remember how we all gasped when he ate it? We all thought Henry would be mad at Mudge. But then we found out that his feelings changed. Look at the pictures. Think about how the pictures and words on these three pages tell you how his feelings changed. Turn and tell your partner how your mental movie changed when we got to the third page. Be prepared to tell your partner where you said to yourself, “Oops, I’ll have to change what I’m thinking!”  (provide time for them to practice)  (after students have time to work with their partners, teacher shares one or two examples of how thinking changed for the students in the room.)  Remember readers, when you’re reading fictional stories, you can understand them better if you  make a mental movie as you read. When something challenges your thinking, you need to stop and say to yourself, “Oops, I’ll have to change what I’m thinking!” and include the new information in what your new mental movie looks like. You can practice this during independent time, along with your other reading goals. |
| ***Link:***  Beginning today and every day practice making mental movies when you are reading. Those mental movies should always be changing. Often when we read, the story provides details that nudge us to say, “Oops, I’ll have to change what I’m thinking!” It takes a lot of practice, but the more you do this, the better you will understand the characters and the things that happen in the stories you read. |
| **Mid-Workshop Teaching Point:**  Turn and tell a partner how something that you’ve read today has changed your thinking and why. |
| **Share:** |

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| **Unit 2 Mini Lesson 5** |

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| **Unit of Study:** | *Following Characters into Meaning* |
| **Goal:** | *Walking in a character’s shoes: Envisionment and prediction* |
| **Teaching point** *(Kid language!)***:** | Readers keep track of what the character is thinking and feeling by jotting down notes as they read |
| **Catchy phrase:** |  |
| **Text:** | Magic Tree House |
| **Chart:** |  |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (ie: create mood, emphasize aspects of a character or setting.) |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Readers, we’ve been working for the past week on seeing the world through the eyes of the character. We’ve been understanding what the character sees and feels and trying to become the character. Sometimes we’re thinking and feeling so many things that sometimes we forget some of our thoughts. So we don’t forget, we’re going to write down what we’re thinking and feeling. We’re going to JOT OUR THOUGHTS.  In Magic Treehouse, Jack has a notebook where he writes down, or “jots” down what he’s thinking at that time. He does this so that he doesn’t forget what he’s thinking and feeling. Today, then we’re going to be like Jack. We’re going to jot down what Jack is feeling, thinking and seeing when Annie sees the pteranadon fly by the window of the magic treehouse. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Watch me while I show you how Jack would jot his thoughts in his notebook. (Have previously chosen student to read the part of Annie from the chart). I’ve asked \_\_\_\_\_\_ to read what Annie says. As she reads I’m going to think and feel how Jack would but this time I’m going to write down how Jack is feeling and what he’s thinking right now. I’m going to jot my thoughts. (Motion back to the teaching point on the chart).  Maria, I’m going to ask you to read the part of Annie. Remember to read it like Annie would say it. While Maria is reading this I’m going to see the world through the eyes of Jack and I’m going to jot my thoughts in my notebook. (“Maria” reads and pauses. Teacher then jots her thoughts about what Jack is thinking, feeling or seeing). Annie just screamed! What am I thinking right now? I’m scared because I don’t know why she screamed. Here I go. I’m going to jot my thoughts in my notebook about what I’m thinking and feeling right now when I just heard Annie scream. (Teacher writes “I’m scared. I wonder why she screamed?”). Did you see what I just did? I was seeing the world through the eyes of Jack. When I heard Annie scream I took a moment to jot my thoughts in my notebook.  Let’s keep practicing. I’ll show you one more time how I’ll jot my thoughts I were Jack in the treehouse with Annie. (Maria continues reading and pauses after she screams “A monster!”). I’m going to jot my thoughts in my notebook about what I’m thinking and feeling right now when I just heard Annie say “A monster!” (Teacher writes “A monster? She’s crazy!”). Did you see what I just did? I was seeing the world through the eyes of Jack. When I heard Annie say “A monster” I took a moment to jot my thoughts in my notebook. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Now, it’s your turn to try jotting your thoughts. Turn to your partner. One person will be Annie and one person will be Jack. Annies, I want you to read like Maria just did. After you read the first highlighted section stop. Jacks, you will jot your thoughts on your (writing prop, see above) just like you saw me do when I was Jack, writing my thoughts in my notebook.  Now, switch roles. Annies, you’re now Jacks. Jacks, you’re now Annies. Annies read the second highlighted part now. Then stop and the Jacks will jot their thoughts about what they are thinking and feeling right now.  I saw \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_ do a great job with this! \_\_\_\_\_\_\_\_read Annie’s part like she was really Annie. Then \_\_\_\_\_\_\_\_got out his notebook and jotted his thoughts; what he was really thinking and feeling at that moment. (Restate the teaching point). |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So, readers, today and every day when you read and become the character, you’ll want to jot your thoughts about what the character is thinking and feeling right now. |
| **Mid-Workshop Teaching Point:** |

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| **Unit 2 Mini Lesson 6** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Walking in a characters shoes: envisionment and prediction |
| **Teaching point** *(Kid language!)***:** | Readers make strong predictions using what they already know about the characters.  *good readers use what they know to predict what will happen next* |
| **Catchy Phrase:** | Previously partially read book |
| **Text:** |  |
| **Chart(?):** |  |
| **Standard:** | 3.RL.3  Describe characters in a story (e.g., their traits, motivations, or feelings) and  explain how their actions contribute to the sequence of events. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We’ve been learning how to see the story through the eyes of the character. We’ve been describing how our character acts. Yesterday we asked ourselves what the character was thinking or feeling.*  *Today we’re going to use what we know about characters to make a* ***strong*** *prediction about what a character will do next and how it will happen.*  *Because, good* ***readers use what they know to predict what will happen next****. (Use TPR-point to head and crystal ball motion)* |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Watch me as I make a strong prediction. First I ‘m going to think about what I know about \_\_\_(Character). He’s shy, he has big dreams of starring in the school play. How can this help me predict what he will do next and how he do it?  Let me think, He is shy, but he is determined and he really, REALLY want to be in the play. I predict that even though he is shy he is going to try out for the play. He is determined so he is going to practice and do a great job and get a role in the play. (Point to sentence starter while making prediction)  Did you notice what I did? I **used what I already knew about the character to predict what will happen next.**  *Because, good* ***readers use what they know to predict what will happen next****.* |
| ***Active Involvement:***  (Choose a book with a protagonist and an antagonist)  OK, now you try. First think about what you know about \_\_\_\_\_ (The character’s name, antagonist)  Partner A shares characteristics and past actions about \_\_\_\_\_  Great job! I noticed how \_\_\_\_\_\_\_\_\_\_ (student’s name) stated what (s)he knew about the character.  Now Partner B, use that information that you and your partner know about \_\_\_\_\_ to make a prediction about what \_\_\_\_\_ will do next and how they will do it. Tell your partner “I predict \_\_\_\_ will \_\_\_\_\_\_ because…”  (Listen in to student responses, teacher share 1-2 responses)  WOW! What great predictions!  I noticed how \_\_\_\_\_\_\_\_\_\_ (student’s name) made a **strong** prediction using what her partner said about the character. (s)he said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  She did what good readers do.  *Good* ***readers use what they know to predict what will happen next****.* |
| ***Link:***  *Today* and everyday when you are reading remember to think about all you know about the character to make predictions about what they will do and how they will do it. Because, *good* ***readers use what they know to predict what will happen next****.*  *(optional in journals or just mentally) As you are reading your books, I would like you to write down what you know about a character and what you predict your character will do next and how they will do it.* |
| **Mid-Workshop Teaching Point:** |
| **Share:**  *Remember, good* ***readers use what they know to predict what will happen next****.*  In groups of 3 students share their **strong** predictions. Then have 2-4 share to the whole class. |

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| **Unit 2 Mini Lesson 7** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Walking in a shoes: envisionment and prediction |
| **Teaching point** *(Kid language!)***:** | Readers deepen their understanding of the story by predicting, envisioning, empathizing and connecting with the character |
| **Catchy Phrase:** | I empathize—I visualize -- I connect – I predict – I understand! |
| **Text:** | Previously-read text (could be the one from lesson 6) |
| **Chart(?):** | List of prior strategies taught on characters: dramatizing, connecting text to self with character, envisioning through the eyes the character, empathizing, and making strong predictions based on character’s actions. |
| **Standard:** | 3.RL.3  Describe characters in a story (e.g., their traits, motivations, or feelings) and  explain how their actions contribute to the sequence of events. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We’ve been using lots of great strategies to understand our characters. (Refers to list of prior lessons / strategies taught). Today we’re going to put all of these strategies together as we read. We will learn that if we REALLY care about our characters we will do a few of these strategies all at once and we will understand our books better!*  *Catchy phrase: Let’s remember our strategies:* I empathize—I visualize -- I connect – I predict – I understand (TPR for each strategy: heart, eyes, connection sign, crystal ball, and pointing to head). |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Watch me as I use a few of these strategies at once. First I ‘m going to really care about \_\_\_\_\_\_\_ (character). Since I really care about him I’m putting myself into his shoes to understand what he’s feeling. That’s called empathizing. (Teacher says something about how the character must be feeling now). Oh, so since I’m in the shoes of my character I can picture what he’s seeing (Teacher gives an example from the book about something specific that he sees). What strategy is this? It’s visualizing (points to chart). Now maybe I can make a prediction about what he will do next. I know that he is \_\_\_\_\_\_\_\_\_\_states character traits and past actions. I predict that he will\_\_\_\_\_\_\_\_\_\_.  So, now I have used 3 strategies at the same time and that helps me really understand this character and this story!  **Catchy phrase with TPR: I empathize—I visualize -- I connect – I predict – I understand!!** |
| ***Active Involvement:***  (Choose a book with a protagonist and an antagonist)  OK, now you try.  I’m going to tell you a strategy to use. (Teacher uses a different passage from the same book and asks kids to visualize).  OK, everybody close your eyes and try to see the movie in your mind. Do you see the \_\_\_\_\_? How about the \_\_\_\_\_\_\_?  Next, let’s think about this character \_\_\_\_\_\_\_\_\_\_\_\_. How do you think she feels? Can you try to really pretend you’re her and understand how she feels? Why does she feel that way?  Now, A’s turn to your partner and tell them how the character feels. Then, Bs, how do you think the character is feeling?  Great job! I noticed how \_\_\_\_\_\_\_\_\_\_ (student’s name) stated that he thought the character feels \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_ .  We just used two different strategies at the same time to understand our characters better!  Catchy phrase: I empathize—I visualize -- I connect – I predict – I understand |
| ***Link:***  *Today* and everyday when you are reading remember to think about all of our strategies to better understand our characters in our books. Catchy phrase and TPR: I empathize—I visualize -- I connect – I predict – I understand! |
| **Mid-Workshop Teaching Point:**  *As you use a strategy do the action that goes with it. (TPR).* |
| **Share:** |

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| **Unit 2 Mini Lesson 8** |

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| **Unit of Study:** | Following characters into reading |
| **Goal:** | Building theories about characters |
| **Teaching point** *(Kid language!)***:** | Readers change their theories about the character by describing how new information builds on earlier parts they’ve read.  Catchy Phrase- Good readers change their theories! (could include a gesture showing change- revolving hands) |
| **Text:** | The Woman that Outshone the Sun  Alexander and the Terrible, Horrible, No Good, Very Bad Day. Judith Vjorst |
| **Chart(?):** | Refer to discussion prompts chart  My theory is\_\_\_\_\_\_\_\_\_\_, now my theory is\_\_\_\_\_\_\_\_\_\_\_\_\_- because  Mi teoria es \_\_\_\_\_\_ porque \_\_\_\_\_. Ahora mi teoria es\_\_\_\_\_\_\_\_\_\_\_porque\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; **describe how each successive part builds on earlier sections.**  3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.  3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening   1. Choose words and phrases for effect. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Yesterday we began to grow our theories about characters. Because good readers grow their theories. We paid special attention to what our characters were doing and saying.  Today, we are going to learn how good readers change their theories as they read new information. We are going to develop theories about our characters based on what we already know about them. Our theories might change as we continue to read. . Readers change their theories by describing how new information builds on earlier parts they’ve read. Good readers change their theories.  We’re going to pay attention to what the characters have said and done in parts we’ve already read and see if our theory changes as we read new information about the character. Good readers change their theories. |
| ***Teach:***  Class, watch me as I try this out with the book, The Woman Who Outshone the Sun.  Because we know this book already, I am going to think aloud about what the characters are doing and saying. (teacher talks aloud through the characters actions)  In the beginning my theory is that they were close minded, unwelcoming and disrespectful because they ignored a new and different person. As we read on, the people in the town realized their mistake and that changed my theory about them. Remember, good readers change their theories.  Now my theory is the people are friendly, welcoming and respectful of new people when they come to town because they learned to accept people for who they are. |
| ***Active Involvement:***  Now it’s your turn. Remember when we read Alexander and the Terrible, Horrible, No Good, Very Bad Day? You get to think for just a moment about Alexander. Think about what he says and does in the beginning of the book. (give the students 10 sec)  I have put this sentence frame on the board “my theory is\_\_\_\_\_\_\_\_\_\_ because\_\_\_\_\_.” I want you to use this sentence and share your theory with your partner. Partner A share, then partner B.  Remember good readers change their theories!  Now, I want you to think about Alexander at the end of the book, how has your theory changed? (give students 10 sec)  Partner A share, then partner B share.  I heard \_\_\_\_\_ say \_\_\_\_\_\_\_. Their theory changed as they read new information. Because good readers change their theory. |
| ***Link:***  Remember good readers change their theories as they learn new information about their character. As you read today on your own and with a partner you will get to try this out with your characters in your books. As you read on your own today, jot down your theory, use the sentence frame here on the board. If your character has changed also write it down. Then, when you meet with your partner later, you can share your theory. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 9** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building Theories About Characters |
| **Teaching point** *(Kid language!)***:** | Readers form new theories about characters by noticing their actions  CATCHY PHRASE: My theory is \_\_\_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_\_  Mi teoria es \_\_\_\_\_\_\_\_\_porque\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Text:** | Hooway for Wodney Wat- Helen Lester Mr. Peabody’s Apples- Madonna, The Woman Who Named Things- Cynthia Rylant |
| **Chart(?):** | Discussion prompts chart |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.  3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening   1. Choose words and phrases for effect. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Ok class we’ve just begun learning about our characters, acting out what they do, and how they talk, we’ve even made connections to ourselves and we’ve put ourselves in their shoes.  Today we are going to grow theories about our characters. A theory is a reader’s idea about who the character is, or what the character is like, based on what they say or what they do. Good readers grow their theories! They think to themselves what is my character doing? What are they saying? What does that tell me about them?  So today, we will pay special attention to our characters actions including what they say. Because good readers grow their theories. |
| ***Teach:*** As I take a picture walk through this book. I will think out loud about Wodney Wat’s actions and words. This will help me make a theory about who he is. what is he doing? What is he saying? What does that tell me about him?  Because good readers grow their theories(teacher think aloud):  At the beginning Wodney is quiet and spends his recess alone. He doesn’t really talk to many people. I think he feels like he doesn’t fit in. Then, when the bully comes Wodney is even quieter and is bothered a lot by the bully. My theory is that Wodney is unhappy because he is picked on so much. |
| ***Active Involvement:***  Now it’s your turn to try out growing your theory. Remember when we read the book Mr. Peobody’s Apples? (picture walk for students)Think for a moment about what Tommy says and how he acts in the beginning of the story. what is he doing? What is he saying? What does that tell me about them? What theory can you grow about him? (give students a few moments of think time)  Partner B share your theory with A. (then have A share with B)  (share a few students theories)  I heard \_\_\_\_\_\_\_\_ share their theory. They said (share events that led to the student’s theory)\_\_\_\_\_\_\_\_\_\_\_.  Remember good readers grow their theories! |
| ***Link:***  Today as you are reading, you can begin to grow your own theory about your character. Think to yourself-what is my character doing? What are they saying? What does that tell me about them? Use your reading journal to record your theory. You can share it later with your partner. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 10** |

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| **Unit of Study:** | Following Characters Into Meaning |
| **Goal:** | Building Theories About Characters |
| **Teaching point** *(Kid language!)***:** | Readers notice how characters change throughout the story by paying attention to their relationships, situations or lessons learned.  CATCHY PHRASE- Did you see that? ¿Lo viste? |
| **Text:** | The Woman that Outshone the Sun  Alexander and the Terrible, Horrible, No Good, Very Bad Day. Judith Vjorst, Hooway for Wodney Wat- Helen Lester Mr. Peabody’s Apples- Madonna, The Woman Who Named Things- Cynthia Rylant |
| **Chart(?):** | Discussion prompt chart |
| **Standard:** | 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; **describe how each successive part builds on earlier sections.**  3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.  3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening   1. Choose words and phrases for effect. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Theories can give you a good idea of who the character is, but the theory may change as different situations happen in the book. Other characters’ actions, events in the story or lessons the character learns change how the character behaves. Good readers notice WHY their characters change.  Today, we are going to follow our character through the story and notice the things that change their behavior and therefore change our theory about them. Because good readers notice WHY their characters change. When we notice this we can say to ourselves or our partner, “Did you see that?” |
| ***Teach:*** This is how it looks, I’m going to use the book Mr. Peabody’s Apples to show you how this works. I’m going to take a quick walk through the book and focus on Tommy to see how Tommy changes and WHY he changes.  (teacher walks through book. Noticing Tommy’s assumptions and actions because of the assumptions. ) Tommy is making an assumption that Mr. Peabody is stealing. And tells everyone. My theory is that Tommy acts before he thinks.  (Then also notices the effect- of Mr. Peabody being shunned- ) Tommy feels bad about what he has said. My theory is that Tommy is a good kid who didn’t think about the outcome of his actions.  (then the lesson Tommy learns by the end.) “Did you see that?” I think the reason WHY Tommy changed is because Mr. Peabody was kind enough to explain and talk to him about his actions. Remember, good readers notice WHY their characters change. |
| ***Active Involvement:***  Now you try it! Let’s use the book Hooway for Wodney Wat. I will walk the book for you as you think for a moment about Wodney. (teacher flips through the book as she talks) Think about the change he makes and WHY he changes. What happens in the story? Ok, think….. Now, partner A, tell partner B the reason WHY Wodney changes at the end of the book. Partner B, tell partner A the WHY you think.  Great job boys and girls! I heard a lot of you noticing and sharing WHY Wodney changed. Your right, when Wodney had a great idea and was able to show it, he had new confidence in himself and the support of his classmates.  “Did you see that?” I heard a lot of you say! What I heard you notice was \_\_\_\_\_\_\_\_\_.  Good readers notice WHY their characters change |
| ***Link:*** Now, today when you are reading. Think about the changes your characters make. WHY did they change? Did another characters actions cause the change? Or some kind of problem the character had to face? Jot down the WHY in your notebooks and be ready to share with your partners today. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 11** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building theories about characters |
| **Teaching point** *(Kid language!)***:** | Readers analyze characters by noticing their clothing, hairstyle, and objects that are important to them. |
| **Catchy Phrase:** | Things on and around our characters tell us who they are. |
| **Text:** | Previously-read text with characters that have possessions or an appearance that shows us what they are like. |
| **Chart(?):** |  |
| **Standard:** | 3.RL.3  Describe characters in a story (e.g., their traits, motivations, or feelings) and  explain how their actions contribute to the sequence of events. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *Yesterday we talked about how characters are complicated and they sometimes change during a story. Today we are going to learn to notice the way a character dresses or wears her hair, or has certain objects that show us what the character is really like. These things are like windows into the minds and hearts of our characters.*  *Catchy phrase:* Things on and around our characters tell us who they are. (TPR with hand actions). |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Watch me as I notice the way Pippi Longstocking dresses. She has shoes that are too big for her. She has long braids that stick straight out. She always wears the same dress and never changes it. Now let’s look at her objects that are important to her. She has a monkey and a horse that lives on her front porch. She has a big bag of gold that her father gave her.  Let’s analyze what her clothes tell us about her. She wears the big shoes because her dad gave them to her. So I think that her dad must be pretty important to her. Also, her crazy braids and her patched up dress tell me that she is carefree and doesn’t care too much about what other people think about her.  Now let’s look at the objects that are important to her. She has a horse and a monkey, so she must like animals.  See how much information we inferred about Pippi Longstocking just from her clothes and some of her things?  **Things on and around our characters tell us who they are.** |
| ***Active Involvement:***  (Choose a book with a protagonist and an antagonist)  OK, now you try. (Give students another familiar character to study.) What do you notice about the way he dresses? A’s tell your partner what you notice about \_\_\_\_\_\_\_\_\_.  Now, B’s, tell A’s what you can infer about the character from the way he dresses?  Great job! I heard…  Now B’s tell A’s what you notice about the objects that \_\_\_\_\_\_\_\_ has on or around him?  Now, A’s, tell B’s what you can infer about the character from these objects around him.  Great job! I heard…  **Catchy phrase: Things on and around our characters tell us who they are** |
| ***Link:***  *Today* and everyday when you are reading remember to notice the way the characters dress and the objects they have on and around them. These help us infer what the characters are like.  Today for the share I want you to notice the things on and around your characters and infer from them what the character is like. Remember that these things are like windows into our character’s hearts and minds. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 12** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building theories about characters |
| **Teaching point** *(Kid language!)***:** | Readers understand cause and effect by recognizing that the choices made by one character affect other characters.  **Los lectores entienden causa y efecto al reconocer que las decisiones de un personaje afectan a los demás.** |
| **Catchy Phrase:** | Hmmm. How did that affect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? |
| **Text:** | Previously-read text with characters that affect each other. Example, Because of Winn Dixie. |
| **Chart(?):** | Boxes and arrows, (cause effect) visual tool chart |
| **Standard:** | 3.RL.3  Describe characters in a story (e.g., their traits, motivations, or feelings) and  explain how their actions contribute to the sequence of events. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  We’ve been studying a lot about the characters in our books. We’ve developed theories about them based on their actions and we’ve also talked about how they relate to other characters around them. Today we’re going to talk more about this and really focus on how the decisions one character makes affect other characters in the story.  **Teaching point: Readers understand cause and effect by recognizing that the choices made by one character affect other characters.**  So when a character makes an important decision or takes action, we can stop and say:  **Hmmm. How did that affect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (another character) (or you can just say “How did that affect others?” )** |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Let me show you how this works. When we read Winn Dixie, a big decision that Opal makes is to throw a party and invite her friends, just like she read about in Gone With the Wind.  **Teaching point: Readers understand cause and effect by recognizing that the choices made by one character affect other characters.**  **Hmm. How did that affect others?**  Well, let me first write this decision in the first box on our boxes and arrows, cause and effect chart. (Writes down this decision in the box on the left. Review with kids that you write the text first and then draw the box around it to make sure you have enough room).  OK, so Opal decides to throw a party and invite her friends. This affects lots of other characters in the book. I’m just going to pick a couple. It affects Otis by giving him a chance to meet new people, which is important because he’s so shy. It also lets him play his guitar for others, which is what he loved to do but hadn’t been able to do for a long time. (Teacher writes these effects in the box on the right. Models drawing the arrow to the right and then writing the effect, finally drawing the box around the writing to make sure there is enough space for the writing).  Opal’s decision also affected the Pastor by giving him a chance to get away from working all the time and get out and meet some new friends. (Teacher writes this effect in another box, under the box on the right, with another arrow from the box on the left. Same procedure: arrow coming from the decision box, writing first, then draw the box around it). |
| ***Active Involvement:***  OK, now you try. Opal’s decision was a really major one in this book. It affected several characters. Even more than just Otis and the Pastor.  Remember: **Teaching point: Readers understand cause and effect by recognizing that the choices made by one character affect other characters.**  So, I want you guys to think about the Dewberry boys. Let’s take a moment of private think time to think about how Opal’s decision to throw the party affected them.  **Hmm. How did that affect the Dewberry Boys?**  Now, partner B, tell partner A how this decision affected the Dewberry boys.  Great job! I heard… (They started to become friends with Opal and they realized that Gloria wasn’t really a witch).  (Teacher writes these effects on the chart, in another box).  Now, I want you to think about how the decision to throw the party affected Gloria Dump.  **Hmm. How did that affect Gloria Dump?**  A’s, tell B’s how Opal’s decision affected Gloria Dump.  Nice work! I heard… (Gloria Dump got a chance to meet new people and make new friends and the Dewberry boys don’t think she’s a witch anymore, maybe she will be friends with Otis and they can talk about mistakes they made in their past, etc., etc.). |
| ***Link:***  So, toda*y* and everyday when you are reading remember to notice when a character makes an important decision or takes an important action. Think about cause and effect!! How does this decision affect other characters? One of the ways you can tell that it was an important decision or action is that it affected others.  **Teaching point: Readers understand cause and effect by recognizing that the choices made by one character affect other characters.**  We can say to ourselves: **Hmm. How did that affect others?**  Today, as you read I would like you to think of one important decision that a character in your book makes. Create a boxes and arrows chart like we just did, that lists how the decision affected another character, or other characters. Today for the share you will share your charts with the other members of your group. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Students share their boxes and arrows charts with each other. Teacher chooses one or two kids to share out to the rest of the class. |

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| **Unit 2 Mini Lesson 13** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building theories about characters |
| **Teaching point** *(Kid language!)***:** | Readers better understand the characters by describing how their specific actions and words affect other characters.  **Los lectores entienden mejor a los personajes al describir cómo sus acciones y palabras específicas afectan a los demás personajes.** |
| **Catchy Phrase:** | What did the character do / say? How did it affect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (others) |
| **Text:** | Previously-read text with characters that affect each other. Example, Because of Winn Dixie. |
| **Chart(?):** | Boxes and arrows, (cause effect) visual tool chart |
| **Standard:** | 3.RL.3  Describe characters in a story (e.g., their traits, motivations, or feelings) and  explain how their actions contribute to the sequence of events. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we talked about how the important decisions and actions of our characters affect other characters in the story. Today we are going to continue talking about how characters affect others but this time we are going to look a little more specifically at what characters say or do, and how it affects other characters. Sometimes little actions can have a big impact on other characters.  **Teaching point: Readers better understand the characters by describing how their specific actions and words affect other characters.**  When we do this we can say:  **What did the character do or say? How did it affect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (others)** |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Let me show you how this works:  Since we’re talking about how actions and words AFFECT others, we can use our boxes and arrows cause and effect chart to show this.  (Teacher has pages 148 and 149 of Because of Winn Dixie enlarged. Re-reads these two pages).  In this part, Opal is talking to Otis, who has just shown up to the party. He’s feeling really unsure of himself, looking at the ground, not wanting to go around back where the party is. Opal says some things to make him feel more comfortable: “It’s all right, Otis”, ….”It’s just a few people, hardly any people at all”….She says that his pickles are just what they need for the sandwiches.  And then the WAY she talks to him is important too. (Teacher reads from page 149 about talking to him “ real soft and gentle, and low, like he was a wild animal that I was trying to get to take food out of my hand.” ).  **Remember, readers better understand the characters by describing how their specific actions and words affect other characters.**  **What did the character do or say? How did it affect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (others)**  So let’s talk about how Opal’s actions and words affect Otis. Because she said these things, and said them in this gentle and supportive way, it AFFECTED Otis by making him feel more comfortable and at ease. It says then that Otis followed Opal back to the party (teacher reads the final line of p. 149).  So, her actions and words caused Otis to feel better about being there and he follows Opal to the party.  Now, let’s add this to our boxes and arrows cause / effect chart. (Teacher writes “Opal goes to meet Otis in front, says that it’ll be OK, talks gently to him”).  This, then affected Otis by making him feel better and causing him to stay at the party. (Teacher draws arrow to the right, and writes “Otis feels more comfortable and follows Opal around back to the party.” Then draws the box around the writing. |
| ***Active Involvement:***  OK, now you try. Let’s look at where Gloria Dump makes Opal promise her that she will invite the Dewberry boys to the party. (Teacher reads pages 137 and 138).  Let’s add this to our boxes and arrows chart. (Teacher writes that Gloria makes Opal promise to invite the boys and draws a box around it in the left side).  Now you guys are going to decide how Gloria’s actions here affected Opal.  **Remember, readers better understand the characters by describing how their specific actions and words affect other characters.**  **How did what Gloria Dump said affect Opal?**  (Teacher gives a moment of private think time).  Partner A, turn to partner B and say how Gloria’s actions and words affected Opal. What did it CAUSE Opal to do?  Great! I heard… (Opal decided that she had to invite the Dewberry boys because Gloria made her promise).  Now, think about how Gloria Dump’s words and actions affected the Dewberry boys? How did her making Opal promise to invite them, affect them? (Private think time).  Now, partner B, tell partner A how here actions and words affected the Dewberry boys?  Great job! I heard… (They were invited to the party, so they became friends with Opal and Gloria too).  (Teacher writes these effects on the chart, in another box). |
| ***Link:***  So, toda*y* and every day when you are reading remember to notice not only the big decisions that characters make but also the more specific actions an words that characters do and say that affect other characters.  **Readers better understand the characters by describing how their specific actions and words affect other characters.**  **We can say: What did the character do or say? How did it affect \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? (others)**  Today, as you read I would like you to add on to your boxes and arrows charts from yesterday. Today you are going to add some specific actions and / or words that the character says or does. you will add those things to the left side of the chart and then the write HOW they affect other characters on the right side. |
| **Mid-Workshop Teaching Point:**  Remember that we talked about not just what Opal said to Otis but HOW she said it. She said it gently and softly and it made Otis feel more comfortable. In fact, other people in the story talk to Otis that way too. Maybe because Otis is so shy, that’s the way people need to talk to him to make him feel more comfortable.  So, as you are reading and noticing what characters say and do, pay attention to HOW they say it. This affects other characters too! |
| **Share:**  Students share their boxes and arrows charts with each other. Teacher chooses one or two kids to share out to the rest of the class. |

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| **Unit 2 Mini Lesson 14** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building theories about characters |
| **Teaching point** *(Kid language!)***:** | Readers form more accurate theories about characters by using precise language to describe them and their actions.  **Los lectores forman teorías más exactas al usar palabras más precisas para describir a los personajes.** |
| **Catchy Phrase:** | What’s a **more precise** word I could use?  Qué palabra **más precisa** podría usar? |
| **Text:** | Previously-read text with characters that affect each other. Example, Because of Winn Dixie. |
| **Chart(?):** | Boxes and bullets with general words in boxes and more specific words in the bullets. (Created during lesson and added to throughout the unit)  Also, prepared “character traits synonyms” and “emotions” list for kids to paste in their reader’s notebooks, with room to add more word / phrases to over time. |
| **Standard:** | 3.RL.3  Describe characters in a story (e.g., their traits, motivations, or feelings) and  explain how their actions contribute to the sequence of events. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  We have been studying our characters in our books for a couple of weeks now. We have been forming theories about them based on their actions – what they do, say and even HOW they do it and say it. Our theories usually include an adjective about the character. We might say that someone is hardworking because they have studied really hard for a test, or always does their homework, for example.  But I’m also noticing that sometimes the language we use to describe our characters and their actions is a little too general, like saying someone is good, or nice, or bad. These words are not very precise and it makes our theories as specific or accurate as they could be. Today we’re going to think about using really precise language to describe our characters.  **Teaching point: Readers form more accurate theories about characters by using precise language to describe them and their actions.**  When we do this we can say: What’s a **more precise** word I could use? |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Let me show you how this works:  When we first started reading Because of Winn Dixie I started to form a theory about Opal. I said that she was “nice” because she is good at making friends and knows how to talk to people pretty easily. But then I realized that “nice” isn’t a very precise adjective to describe her. I can make a more accurate or correct theory about her by using a more precise adjective.  **Teaching point: Readers form more accurate theories about characters by using precise language to describe them and their actions.**  What’s a **more precise** word I could use?  Let’s start a chart that lists some more precise words to describe characters.  (Teacher begins a boxes and bullets chart that includes the less precise word in boxes and the more precise adjective in the bullets).  I’m going to write “nice” here in the box. Now, let’s put some more precise words or phrases underneath.  Well, Opal adopted Winn-Dixie so I’m going to call her empathetic, because she realized that Winn-Dixie really needed someone to care for him. (Writes empathetic under “nice).  We could also call use a precise phrase to describe Opal. I’m going to put “open to new people” under “nice” because she was really friendly to Franny Block even though she didn’t know her very well, and little girls don’t often make friends with adults.  (Teacher adds “open to new people” to chart under “nice.” If students didn’t catch it, add “friendly” to the list as well).  Did you see how I came up with more precise ways to say that Opal is “nice?” That makes my theory about her more accurate or correct, because she could be nice in a bunch of different ways but “empathetic” and “open to new people” describe better how Opal acts in the story. |
| ***Active Involvement:***  OK, now it’s your turn. We’re going to keep describing Opal but a different side of her. She’s trying to make friends but inside she feels sad, wouldn’t you agree?  But, wait! “Sad” is a pretty general way to describe her.  **What’s a more precise word or phrase I could use?**  **Remember: Readers form more accurate theories about characters by using precise language to describe them and their actions.**  So, you guys are going to help us come up with a more accurate theory about Opal, using more precise language.  Let’s write “sad” as another box on our boxes and bullets chart.  (Teacher puts up a pre-prepared list of more precise synonyms for “sad” that apply to Opal’s specific situation in the story: heartbroken, deeply hurt, depressed, struggling to let go, lonely, guilty, etc. ).  Your job is to pick a precise adjective or descriptive phrase from this list and explain why you would use this to describe Opal. Why is she lonely? Use evidence from the story!  (Teacher gives private think time to students).  Partner A, your turn first. Pick a descriptive adjective or phrase from the list and explain to your partner why she feels that way using evidence from the story.  ….Great! I heard… (“Opal feels guilty because her mother left her and she feels like it’s her fault.” She’s struggling to let go because she can’t get over that her mom left her and her dad and she wants to find out as much as she can about her). Did you hear how \_\_\_\_\_\_\_\_\_\_\_\_\_ used specific evidence from the text to back up her theory about Opal?  Now Partner B, it’s your turn. Pick a different phrase or word from the chart and tell partner A why you would describe Opal that way, using evidence from the text.  Great! Nice work. I heard….(More students using precise language and evidence from the text).  Before you go to work reading your own books, let’s add these precise phrases and adjectives to our boxes and bullets chart. (Teacher adds the “sad” descriptors to the boxes and bullets chart. Another way to do this would be to prepare the chart before the lesson, having a box for “nice” and then another box for “sad” with the descriptors already listed, but covered up. Teacher uncovers the list of “sad” descriptors at the appropriate point in the lesson). |
| ***Link:***  So, toda*y* and every day when you are reading and making theories about our characters, use precise language! It makes your theories more accurate.  I’m going to give you a list of precise adjectives and phrases to start with. If you come up with another precise word or phrase, add it to the list!  **Remember: Readers form more accurate theories about characters by using precise language to describe them and their actions.**  Ask youself: **What’s a more precise word or phrase I could use?** |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Students share their precise theories with each other, using the words and phrases from the handout, and including the evidence to back up their theories. Teacher chooses one or two to share out to the rest of the class. |

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| **Unit 2 Mini Lesson 15** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building theories about characters |
| **Teaching point** *(Kid language!)***:** | Readers deepen their conversations about characters by using their post-it notes and conversation prompts to discuss with each other.  **Los lectores ahondan sus conversaciones sobre los personajes al utilizar sus notitas y (conversation prompts) para conversar.** |
| **Catchy Phrase:** |  |
| **Text:** | Previously-read text. Example, Because of Winn Dixie. |
| **Chart(?):** | Chart with feelings/traits from yesterday  List of conversation prompts (pages 34-35) on a chart, or prompt cards cut up for each group. (see attached) |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and  explain how their actions contribute to the sequence of events.  3. SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics* *and texts*,building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. 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). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   Explain their own ideas and understanding in light of the discussion |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we learned about character traits and to use specific vocabulary when talking about how characters feel and what kind of person they are. We know what characters are like and how they feel by what they do, how they act and what other characters say about them. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Good readers deepen their understanding about characters by sharing their thoughts with others. We can learn a lot by listening to what other people think about the character’s traits and feelings. Today you will use your notes and the precise language on our chart to have conversations with your partner.  Here are some ways you can talk about characters with your partner. There are also some questions here your partner can ask you if they are confused or if they want you to explain in more detail what you are thinking.  (have student prepared to fish bowl with us)  Teacher: What kind of person is this character?  Student: responds with trait from sticky note from yesterday  Teacher: What in the text makes you say that?  Student: responds from the text with evidence  Teacher: Another example of that is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (additional info that backs up student’s response) |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Today each of you will get laminated cards that will stay with you for the rest of the year. You are going to use these often so you can deepen your understanding of characters as we read throughout the year. When you get your cards, turn to your partner and take turns discussing Gloria Dump using your post it notes from yesterday and the discussion prompts on your card. I’ll be coming around to listen for precise language and your use of the sentence frames.  (give students time to share) |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So today as you are reading, take notes about one of the characters in your books making sure to include what they are like and how they feel. Don’t forget to use precise language and mark your evidence! At the end of the day we are going to get back together with our partners. You are going to use the discussion prompts to share what your character is like and how you know. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

***Book discussion:***

* What in the text makes you say that?
* I thought that too because…
* Another example of that is …
* I thought something different because…
* I agree because…
* Wait. I’m confused. Are you saying…?
* Have you found the same thing with the character in the story?
* Can you say more about that?
* Can you show me the part in the story where you got that idea?

***Book discussion:***

* What in the text makes you say that?
* I thought that too because…
* Another example of that is …
* I thought something different because…
* I agree because…
* Wait. I’m confused. Are you saying…?
* Have you found the same thing with the character in the story?
* Can you say more about that?
* Can you show me the part in the story where you got that idea?

***Hablando sobre el libro:***

* ¿Qué dice en el texto que te hace pensar esto?
* Yo pienso lo mismo porque…
* Sí, y otro ejemplo de esto es cuando …
* Yo pensé algo diferente porque…
* Estoy de acuerdo porque…
* Espera. Estoy confundido/a. ¿Estás diciendo que…?
* ¿Has encontrado lo mismo con el personaje en tu cuento?
* ¿Puedes explicarme un poco más sobre esto?
* ¿Me puedes enseñar la parte del libro que te dio este idea?

***Hablando sobre el libro:***

* ¿Qué dice en el texto que te hace pensar esto?
* Yo pienso lo mismo porque…
* Sí, y otro ejemplo de esto es cuando …
* Yo pensé algo diferente porque…
* Estoy de acuerdo porque…
* Espera. Estoy confundido/a. ¿Estás diciendo que…?
* ¿Has encontrado lo mismo con el personaje en tu cuento?
* ¿Puedes explicarme un poco más sobre esto?
* ¿Me puedes enseñar la parte del libro que te dio este idea?

***Character discussion:***

* What kind of person is the character?
* Do you like him (her)? Why or why not?
* Why did the character do that?
* How come the character is feeling that way?
* Do you think he (or she) did the right thing?
* What do think will happen next?

***Character discussion:***

* What kind of person is the character?
* Do you like him (her)? Why or why not?
* Why did the character do that?
* How come the character is feeling that way?
* Do you think he (or she) did the right thing?
* What do think will happen next?

***Hablando de los personajes:***

* ¿Cómo es este personaje?
* Te cae bien este personaje? ¿Por qué o por qué no?
* ¿Por qué este personaje hizo esto?
* ¿Por qué el personaje se siente así?
* ¿Crees que hicieron lo correcto? ¿Por qué o por qué no?
* ¿Qué crees que pasará ahora?

***Hablando de los personajes:***

* ¿Cómo es este personaje?
* Te cae bien este personaje? ¿Por qué o por qué no?
* ¿Por qué este personaje hizo esto?
* ¿Por qué el personaje se siente así?
* ¿Crees que hicieron lo correcto? ¿Por qué o por qué no?
* ¿Qué crees que pasará ahora?

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| **Unit 2 Mini Lesson 16** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Grow alongside characters |
| **Teaching point** *(Kid language!)***:** | Readers notice turning points and look for changes in characters by noticing their own emotions. |
| **Catchy Phrase:** | When I feel excited, something’s about to happen! |
| **Text:** | Previously-read text. Example, Because of Winn Dixie. |
| **Chart(?):** | Turning points so far |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) andexplain how their actions contribute to the sequence of events. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)* |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Today I want to teach you that when readers come to a part of a story that makes our heart race, we know these are apt to be turning points, and we expect that our characters will face a test. In the section that we read today in “Because of Winn Dixie” when the storm began we all felt really nervous. Good readers notice their feelings when they’re reading. When we feel nervous or excited or another strong emotion, that’s another clue to tell us that there is going to be a turning point in the story. A turning point in when a big change in the story is about to occur. It changes how the story unfolds or changes how a character feels, thinks or acts. When I was reading that section and I started to feel nervous I knew that something was about to happen to some of the characters in the book that would change how the rest of the book goes. That helps me make predictions and makes me pay really close attention to what happens next. Readers notice turning points and look for changes in characters by noticing their own emotions.  Let’s look at the turning points I have on this chart. (show pre-made chart of turning points from read aloud book) I’m going to add the turning point we just talked about. The storm during the party is a turning point because after the storm Winn Dixie is lost and Opal changes how she feels about having a pet. She realizes that you can only love what you have while you have it.  Readers notice turning points and look for changes in characters by noticing their own emotions. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Go back and think about the story so far. We’re nearing the end of the book but there have been a lot of turning points or events that change what the character thinks/feels or how the story goes. Turn and talk to your partner. What do you think could be another turning point that we could add to our chart?  A turning point in the story Winn Dixie is \_\_\_\_\_\_ because it changed \_\_\_\_\_\_. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Today when you’re reading your good fit books, keep an eye out for when you’re feeling emotional because you could be reading a turning point that will change how the story goes or it will change how our character thinks, feels or acts. |
| **Mid-Workshop Teaching Point:** |
| **Share:** Students bring turning points |

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| **Unit 2 Mini Lesson 17** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Grow alongside characters |
| **Teaching point** *(Kid language!)***:** | Readers discover that characters often solve their own problems by noticing times where the character grows or changes or finds inner strength |
| **Catchy Phrase:** | Character changes often fix their problems |
| **Text:** | Previously-read text. Example, Because of Winn Dixie. |
| **Chart(?):** |  |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  We’ve been talking a lot about characters. Today we are going to look at how characters often solve their own dilemnas but finding inner strength or growing and changing. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Today I want to teach you that as we think about and discuss ways that a character might solve the problems in his/her life, often we discover that the character already has what it takes to solve the problem himself. In this book Because of Winn Dixie Opal has a problem. Her mother left when she was young and Opal misses her terribly. Because her parents separated that also affects her relationship with her father. When Winn Dixie came he changed her and helped her grow as a person. She learned that you should love the people that are around you while you have them. Sometimes characters solve their own problems and in Because of Winn Dixie Opal solved her own problems between her and her father when she learned the important lesson to love the people that you have. She solved her own dilemma by growing and changing. Readers discover that characters often solve their own problems by noticing times where the character grows or changes. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  There was another problem in the story. Opal had just moved to Naomi and was lonely and didn’t have any friends. Turn to your partner and discuss with them if you think she solved this problem herself. If she solved this problem herself how did she do that?  (give students time to talk) |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So while you reading your books today, be looking for problems that the characters have that they solve themselves. Readers discover that characters often solve their own problems by noticing times where the character grows or changes |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 18** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Grow and learn lessons alongside characters |
| **Teaching point** *(Kid language!)***:** | Readers think about how secondary characters affect/influence the main character by noticing their specific role. |
| **Catchy Phrase:** | I’m minor but I’m still important! |
| **Text:** | Previously-read text. Example, Because of Winn Dixie. |
| **Chart(?):** |  |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  We’ve been talking a lot about the main characters in a story. Today we are going to look at the other characters in the story that are not the main characters, they are called secondary characters. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Today I want to teach you that readers take note of secondary characters in the story. We think about how a particular secondary character influences or affects the main character, knowing that there are different sorts of roles these characters are apt to play. Secondary characters often play important roles in the lives of main characters-and are especially influential during moments when the main character is on the path to facing or tackling something big, or learning a lesson. As readers we can think about how a particular secondary character influences or affects the main character, knowing that there are different roles these characters are apt to play. Secondary characters can pose challenges, force the main character to stand up, or can act as advisors, or helpers offering wisdom. They can be sidekicks, or they can even offer humor.  In Because of Winn Dixie there are several secondary characters, such as her father, Gloria Dump, Franny Block, Otis, and the Dewberry boys. Today we are going to look at what roles they play in relationship to Opal and how they affect her life.  The Dewberry boys pose a challenge for Opal. They are always teasing her, following her on their bikes and threatening to tattle on her to her father. Opal doesn’t want to be around them and doesn’t want to be their friend, but they continue to show up and bother her. By the end of the story, she has realized that they boys want to be her friend. The Dewberry boys play a role in this story that is important. They pose challenges to Opal that she learns how to overcome. Readers think about how secondary characters affect/influence the main character by noticing their specific role. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Today you will think about the role that Gloria Dump plays in relationship to Opal. You can use our list of possible roles of secondary characters to discuss with your partner why Gloria Dump is important to the story.  The secondary character (name) plays a role in relationship to (main character). She is the (role played). |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Today while you’re reading your stories, think about the secondary characters in your book. Why is the secondary character in your book important? How does the secondary character influence or affect the main character? |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 19** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Grow and learn lessons alongside characters |
| **Teaching point** *(Kid language!)***:** | Readers make connections to their own lives by noticing the lessons characters learn and how they change. |
| **Catchy Phrase:** | Characters change and so do I! |
| **Text:** | Previously-read text. Example, Because of Winn Dixie. |
| **Chart(?):** | At the beginning the character \_\_\_\_\_\_, but now the character \_\_\_\_\_.  The character learned \_\_\_\_\_\_.  The character \_\_\_\_\_, so this might change how I think/feel/act about \_\_\_\_\_\_. |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we learned that secondary characters can help the main characters change and grow during a story. Today we are going to wrap up our character unit by talking about how as characters solve their problems they change by the end of the book. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Today I want to teach you that as a character resolves a problem, we ask what the character knows now that he/she didn’t know at the start of the story. We think of the lesson our character has learned, wondering how this book might change the way we behave in our own lives.  Opal compares her father all throughout the story to a turtle who pulls his head into his shell and shuts himself off from her and the world. Her father keeps to himself and keeps his emotions bottled up inside. At the beginning the pastor wasn’t open to Opal but at the end the pastor helps her look for Winn Dixie and is more open to talking to her about her mother. This makes me think about how sometimes when I’m nervous or afraid I don’t like to talk to anyone about it. But this might change how I open up to my friends. Readers make connections to their own lives by noticing the lessons characters learn and how they change. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Now we are going to think about Opal and how she was at the beginning of the story and how she is at the end. What lessons did she learn through her interactions with the people she met in Naomi, secondary characters or turning points?  At the beginning the character \_\_\_\_\_\_, but now the character \_\_\_\_\_.  The character learned \_\_\_\_\_\_.  Now I want you to think about the lessons that the characters learn because we learn those lessons too in our lives. How do the lessons that Opal learned affect the way that you think, feel or act?  The character \_\_\_\_\_, so this might change how I think/feel/act about \_\_\_\_\_\_.  Readers make connections to their own lives by noticing the lessons characters learn and how they change. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So, throughout the rest of the year while you are reading fiction stories, be thinking about the lessons the characters in your books are learning. They are often lessons that are important for us to learn as well. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |