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*Series Book Clubs*

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***Grade 3 Reading Unit 3***

***Unit of Study Planning Template***

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| Unit 3: Series book clubs | Date: Oct 31 – Dec. 11 |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Launching the unit—Teaching clubs to revisit and lift the level of inferring about characters * Reading second, third, and fourth books within a series – revising theories, providing relevant textual evidence, and moving into interpretation * Comparing and contrasting different characters and themes from different series |

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

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| Standards: | 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.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  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.   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.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |

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| Key Vocabulary: | Main character, secondary character, setting, revising, mental image, point of view, predict, jot your thoughts, pace, theory, conversation prompts, theme, textual evidence, interactions, struggles, motivations, patterns, author’s message, interpretation, lesson, symbol(ism), trait  Personaje principal, personaje secundario, escenario, revisar, imagen mental, punto de vista, predicción, apuntar tus pensamientos, a su propio ritmo, teoría, sugerencias de conversación, tema, evidencia textual, interacciones, luchas internas/retos/desafíos, motivaciones, patrones, mensaje del autor, interpretación, lección, simbolismo, rasgos |

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| Anchor Texts: | Junie B Jones,  A-Z Mysteries  Amber Brown  Polacco picture books with repeating characters  Magic Tree House  Biscuit  Olivia  Amelia Bedilia  Pippi Longstocking  Winnie the Pooh  Pigeon books  Froggy  Frog and Toad  Henry and Mudge  Clifford  Nancy Drew  Ramona |

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| Other Resources: |  |

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| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Ongoing running records  Anecdotal notes  Reading logs  Assessment checklist  Reading journals | Character traits Venn Diagram  Character story board  Internal/External character traits change over time |

Unit of Study At A Glance Planner

| **Unit 3** Series Book Clubs | | |
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| **GOAL:1**  Launching the unit—Teaching clubs to revisit and lift the level of inferring about characters | **GOAL:2**  Reading second, third, and fourth books within a series – revising theories, providing relevant textual evidence, and moving into interpretation | **GOAL:**  Comparing and contrasting different characters and themes from different series |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers understand the characters in a series by envisioning not just the main character but also the secondary characters. (p. 54, 64)   3.RML.3-1   * Readers keep track of the settings in the book by revising their mental image as they read. (p. 54, 64)   3.RML.3-2   * Readers commit to reading at the same pace and discuss the same amount by setting realistic reading goals in their book clubs. (p. 54, 64)   3.RML.3-3   * Readers think deeply about what kind of person a character is by noticing patterns in their actions or feelings. (p. 54-56, 64-65)   3.RML.3-4   * Readers think about relationships between characters by describing their interactions in the book and considering each character’s point of view. (p. 54-55, 65)   3.RML.3-5   * Readers revise their theories about characters by noticing how they react to problems. (Touch on point of view on this lesson too.)   (p. 55, 65)  3.RML.3-6 | * Readers look for patterns across the series by noticing what’s the same and what’s different in multiple books (i.e. the characters, etc.) (p. 56, 59, 65).   3.RML.3-7   * Readers compare books in a series by comparing and contrasting the situation or problem, or how the main character reacts to them. (57, 65). (Remember to teach the conversation prompts on pg. 57.)   3.RML.3-8   * Readers predict how the character will react or solve a problem by noticing patterns across many books. (p. 57,58, 65).   3.RML.3-9   * Readers learn the lesson that the author is trying to teach the character and the reader by noticing when a character repeatedly acts in a certain way. (p. 60-61, 65)   3.RML.3-10   * Readers push themselves to think deeply about characters by asking “why?” (Touch on traits and motivations) (p. 60-61, 65).   3.RML.3-1   * Readers know that no character is one way by pushing themselves to think about more complex theories.   (p. 61, 66).  3.RML.3-12 | * Readers grow theories by using post its to organize their thoughts. (p. 62, 66)   MWTP: Readers support and revise their theories by using textual evidence.  3.RML.3-13   * Readers grow or change their theories by reading on and looking for more information. (p. 62-63, 66)   MWTP: Readers take risks and write down their thoughts even when they’re unsure.  3.RML.3-14   * Readers deepen their understanding by paying attention to characters’ struggles and motivations. (p. 66)   MWTP: Jot your thoughts about why the character wants something.  3.RML.3-15   * Readers grow their ideas by asking themselves “what is the character learning?” (p.67   MWTP: Remember to use the conversation prompts p. 57 to help you make your theories more complex.  3.RML.3-16   * Readers understand the central message of the author by noticing what happens again and again in the story and thinking what it could mean .   (p.62-63, 67)  MWTP: Pay attention as you’re reading. Sometimes an author continues to bring in objects or character actions to the story and they end up being symbolic to the meaning behind the story.  3.RML.3-17   * Readers intensify the way they read books by holding on to the themes of the story.   (p.62-63, 67)  3.RML.3-18   * Readers deliberately outgrow reading habits by keeping track of the thinking they do as they read and setting goals to add to their repertoire. (p. 68)   \*\*\*\*\*This should be done through small group/conferring and also modeled during shared reading and read aloud throughout the unit.\*\*\*\*\* |

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| **WORKSHOP CALENDAR FOR:** | Grade 3 Reading Unit 3 | Date: Oct 31-Dec 11 |
| **Unit of Study: Unit 3** | Series Book Clubs |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  | 31  Minilesson choice day | 1  Readers understand the characters in a series by envisioning not just the main character but also the secondary characters.  3.RML.3-1 | 2  No school  Work day |
| 5  Readers keep track of the settings in the book by revising their mental image as they read. (p. 54, 64)  3.RML.3-2 | *6*  Readers commit to reading at the same pace and discuss the same amount by setting realistic reading goals in their book clubs. (p. 54, 64) 3.RML.3-3 | 7  Readers think deeply about what kind of person a character is by noticing patterns in their actions or feelings. (p. 54-56, 64-65)3.RML.3-4 | *8*  Readers think about relationships between characters by describing their interactions in the book and considering each character’s point of view. (p. 54-55, 65)  3.RML.3-5 | 9  Readers revise their theories about characters by noticing how they react to problems. (Touch on point of view on this lesson too.)  (p. 55, 65)3.RML.3-6 |
| 12  No school | 13  Readers look for patterns across the series by noticing what’s the same and what’s different in multiple books (i.e. the characters, etc.) (p. 56, 59, 65). 3.RML.3- | 14  Readers compare books in a series by comparing and contrasting the situation or problem, or how the main character reacts to them. (57, 65). (Remember to teach the conversation prompts on pg. 57.) 3.RML.3-8 | 15  Minilesson choice day | 16  Readers predict how the character will react or solve a problem by noticing patterns across many books. (p. 57,58, 65). 3.RML.3-9 |
| 19  No school | 20  No school | 21  No school | 22  No school | 23  No school |
| 26  Minilesson choice day | 27  Readers learn the lesson that the author is trying to teach the character and the reader by noticing when a character repeatedly acts in a certain way. (p. 60-61, 65)  3.RML.3-10 | 28  Readers push themselves to think deeply about characters by asking “why?” (Touch on traits and motivations) (p. 60-61, 65). 3.RML.3-11 | 29  Readers know that no character is one way by pushing themselves to think about more complex theories.  (p. 61, 66). 3.RML.3-12 | 30 Readers grow theories by using post its to organize their thoughts. (p. 62, 66)  MWTP: Readers support and revise their theories by using textual evidence. 3.RML.3-13 |
| 3  Minilesson choice day | 4  Readers grow or change their theories by reading on and looking for more information. (p. 62-63, 66)  MWTP: Readers take risks and write down their thoughts even when they’re unsure. 3.RML.3-14 | 5  Readers deepen their understanding by paying attention to characters’ struggles and motivations. (p. 66)  MWTP: Jot your thoughts about why the character wants something. 3.RML.3-15 | 6  Readers grow their ideas by asking themselves “what is the character learning?” (p.67  MWTP: Remember to use the conversation prompts p. 57 to help you make your theories more complex. 3.RML.3-16 | 7  Readers understand the central message of the author by noticing what happens again and again in the story and thinking what it could mean. (p.62-63, 67)  MWTP: Pay attention as you’re reading. Sometimes an author continues to bring in objects or character actions to the story and they end up being symbolic to the meaning behind the story. 3.RML.3-17 |
| 10  Readers intensify the way they read books by holding on to the themes of the story.  (p.62-63, 67) 3.RML.3-18 Readers deliberately | 11 Minilesson choice day/Celebration |  |  |  |

**Unit of Study Assessment Checklist**

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| Unit 3:Series book clubs |

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| 3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | | | | 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. | | | |
| Name | I can notice patterns in character actions and feelings. | I recognize when settings are familiar or change between series books. | I can identify a story theme or lesson. | I can compare and contrast situations and problems across series. | I can identify and explain characters motivations and struggles. | I can predict how a character will react. | Notes |
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2=Below 3=Nearly 4=Meets 5=Strong

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| **Unit 3 Mini Lesson 1** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Launching the Unit – Teaching clubs to revisit and lift the level of inferring about characters |
| **Teaching point *(Kid language!)*:** | Readers get to know the main characters and secondary characters by understanding who they are and what they do. |
| **Catchy Phrase:** | Who Are You? Why Are You Doing That? |
| **Text:** | Magic Tree House #1 – Dinosaurs Before Dark |
| **Chart(?):** | Two Giant Question Marks |
| **Standard:** | 3.RL.3 |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Readers, a few weeks ago we were learning about seeing the world through the eyes of the characters. We used our bodies and our words to help us understand the characters better. We were looking at the Magic Tree House Dinosaurs Before Dark and understanding how Jack and Annie reacted when they saw dinosaurs for the first time. It was fun imagining how Jack and Annie acted because they’re the main characters in this book. To help us understand the story better, today we want to keep working on understanding the story through the eyes of the characters. Not just the main characters but also the other characters in the story who have an important part to play. These are called secondary characters. To do that, we want to be able to say to ALL the characters, “Who are you?” and “Why are you doing that?” |
| ***Teach:***  *(Teachers has two big question marks) (Teacher has previously chosen and coached three student volunteer s to play the parts of Jack, Annie, and the pteronodon, Henry by answering the questions, “Who are you?” and “What are you doing?”.*  Readers, we’ve worked a lot on understand the main characters of Jack and Annie in the Magic Tree House Dinosaurs Before Dark. In this book, Jack and Annie are the main characters but other characters appear in the story and one of them is the pteronodon, Henry. We know Henry isn’t a person, Henry is a dinosaur but Henry plays an important part in this story because he rescues Jack and Annie from the T-Rex. Let’s keep looking at the main characters, Jack and Annie, but let’s take a look at this other character, Henry. Maria, Joe, Lizette, and I are going to show you how to get to know the main characters and the secondary characters by asking, “Who are you? and “ Why are you doing that?”  Maria, Joe, and Lizette will read the parts Jack, Annie, and the pteronodon, Henry. As they read, I’m going to stop and ask them, “Who are you?” and “Why are you doing that?”  (Students read the text. After each student reads his part, teacher holds up question marks and asks the questions, “Who are you?” and “Why are you doing that”?  Readers, did you notice what we just did? We asked the questions, “Who are you? and “Why are you doing that?” not just to the main characters Jack and Annie, but also to the secondary character, the pteronodon, Henry. When we can see the world through the eyes of all the characters we can understand the story better and it makes it more fun to read, too. |
| ***Active Involvement:***  *(teacher puts students in groups of four. One students will have two question marks.)*  You are going to be working with your partners, practicing the same text that Maria, Joe, Lizzette and I just read for you. You’re going to have a chance to practice asking the main characters and the secondary character “Who are you?” and “Why are you doing that?” You will decide in your group who is going to be Jack, who is going to be Annie, who is going to be the pteronodon, Henry and who is going to ask the questions, “Who are you?” and “Why are you doing that?”. When you’re ready, begin reading the text that you just heard us read. After a character reads, the person with the question mark needs to ask that character the 2 questions, “Who are you?” and “Why are you doing that?”. If you have time, you can switch roles. (Give students time to practice).  (Teacher walks around and monitors groups. At the end of the time, the teacher can share how she heard one team doing a good job asking good questions and giving good answers)  Remember readers, when you want to understand a story better, we can ask ALL of the characters in the story, “Who are you?” and “Why are you doing that?” |
| **Link:**  *I want you to remember, today and every day we can understand a story better by seeing through the eyes of the characters. Not just the main characters but also the other characters in the story who have an important part to play, who are called secondary characters. To do that, we want to be able to say to ALL the characters, “Who are you?” and “ Why are you doing that?”* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 3 Mini Lesson 2** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Launching the Unit – Teaching clubs to revisit and lift the level of inferring about characters |
| **Teaching point *(Kid language!)*:** | Readers change their mental image of the settings in the book as the settings in the book change. |
| **Catchy Phrase:** | Uh Oh, Where Are You Now? |
| **Text:** | Magic Tree House #1 – Dinosaurs Before Dark |
| **Chart(?):** | One Giant Question Mark ,Poster size settings from the story – the Woods in Frog Creek, Pennsylvania, the tree house, the plain, the valley of the dinosaur nests, the hilltop |
| **Standard:** | 3.RL.9 |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *Readers, yesterday we learned that we can understand a story better if we see the world of the story not just through the eyes of the main characters but also through the eyes of the secondary characters. We practiced asking the questions, “Who are you?” and “What are you doing?” not just to the main characters Jack and Annie but also to the secondary character Henry, the pteronodon. It was fun asking the main characters Jack and Annie and the secondary character Henry, the pteronodon, “Who are you?” and “What are you doing?” but we didn’t ask the characters “Where are you?”. Today we’re going to continue understanding the story better by looking at how the settings in the book change. To do that we’re going to ask all the characters, the main characters and the secondary characters, “Uh oh, where are you now?”. As the characters go through the story, we need to change our mental image of the settings in the book as the settings in the book change.* |
| ***Teach:***  (Teacher has a giant question mark and the setting charts)  Readers, we’ve worked a lot on understand the main characters of Jack and Annie in the Magic Tree House Dinosaurs Before Dark. In this book, Jack and Annie are the main characters but other characters appear in the story and one of them is the pteronodon, Henry. We remember that Jack and Annie are the main characters and Henry, the pteronodon is a secondary character. Let’s keep track of where these characters are as the settings in the story change. As the settings in the story change, we need to change our mental image of what the settings are. Let’s look at the first setting in the story. Jack and Annie are in the woods. (Teacher moves stick puppets to the woods poster). Where are you? Jack and Annie are in the woods. (Teacher moves stick figures to next setting) Uh oh, the setting has changed. I need to change the mental image in my mind. Jack and Annie climbed the big oak tree into the tree house. (teacher moves stick puppets to the next setting). Uh oh, where are you now? Jack and Annie are in the tree house. I need to change the mental image in my mind again. Oh, wait a minute. This is when Annie sees Henry, the pteronodon, outside the tree house window. (Teacher moves Henry outside the tree house window; asks and answers same question. Teacher continues through all the settings)  Readers, did you notice what I just did? I kept track of the settings as the settings changed. When the settings changed, I changed the mental image in my mind of the settings and I asked the question, “Uh oh, where are you now?”. We don’t just ask the main characters Jack and Annie, but also the secondary character, the pteronodon, Henry. Readers change their mental image of the settings in the book as the settings in the book change. |
| ***Active Involvement:***  *(Teacher puts students into pairs. Student pairs need one set of poster setting cards between them as well as Jack, Annie and Henry characters)*  You and your partner are going to use the poster cards and the characters to keep track of how the settings change in the story, Dinosaurs Before Dark. Person A will start with the first poster card and the characters. Person B asks Person A, “Uh oh, where are you now?”. Person A will tell Person B what setting the characters are in. Person A and Person B will switch roles. As the settings change, we need to change our mental image of the setting.  (After students have time to work with their partners, teacher shares with the whole group how one set of partners did a good job keeping track of the settings and asking, “Uh oh, Where are you now?”.  Remember, readers, when you’re reading a story, it’s important to keep track of the settings in the book and change our mental image as the settings change. |
| ***Link:***  From now on, whenever you’re reading a story, keep track of the settings in the book your mental image as the settings change. When you notice a change say, “Uh oh, where are you now?” and change your mental image. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 3 Mini Lesson 3** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Launching the Unit – Teaching clubs to revisit and lift the level of inferring about characters |
| **Teaching point *(Kid language!)*:** | Readers agree to read the same amount at the same pace by setting realistic reading goals in their reading clubs. |
| **Catchy Phrase:** | Did we all finish what we said we would? |
| **Text:** | Magic Tree House #2 – The Knight Before Dawn – 3 copies |
| **Chart(?):** |  |
| **Standard:** | 3.SL.1, 3.SL.1.a |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Readers, most of the time in your book clubs, I’ve been setting the goals for your reading by choosing what book you’ll read and how much you’ll read every day. That’s been helpful because I am able to find good fit books for your club to read by knowing you as readers and knowing your reading levels. I have really enjoyed getting to know you as readers and finding good books for your book club to read.  Today you’re going to learn how you can set reading goals for everyone in your book club. I am going to continue to help your book club find good fit books. Your job will be to decide in your book club how much you’re going to read and how fast you’re going to read it, by setting a realistic goal for everyone in your group. That means we decide how much we’re going to read and how fast we’re going to read it. We’ll know we’ve done a good job if, at the end of our book club time, we can answer **yes** to the question, “Did we finish what we said we would?” Then we make new goals based on our discussion. |
| ***Teach:***  *(Teacher needs 3 copies of the same book and two adult helpers)*  Mr. Brandt, Mr. Ramos and I are going to show you how to set a realistic goal for everyone in our book club. That means we’ll decide in our book club how much we’re going to read and how fast we’re going to read it.  We’ll know we’ve done a good job if at the end of our book club time we can answer **yes** to the question, “Did we finish what we said we would?”  Look, Mr. Brandt and Mr. Ramos , the teacher gave us this great chapter book called The Knight Before Dawn. She wants us to decide how much we’re going to read and how fast we’re going to read it.  Mr. Brandt: I want to read at least 50 pages. I think I can do that in 10 minutes.  Mr. Ramos: That seems like a lot of pages. I don’t know if I can read that many pages in just ten minutes.  Mrs. Scudder: OK, well, I guess I can try to keep up. I don’t know if I can understand everything if I read that fast, though.  Mr. Brandt: Well, we’re supposed to set a realistic goal for our book club. That means we can answer “yes” to the question, Did we finish what we said we would?  Mr. Ramos: Maybe we could **all** decide on the right amount of pages, and how fast we can read them.  Mrs. Scudder: When we’re done, and we can answer “yes” to the question, Did we finish what we said we would? we can make new goals based on our discussion.  Mr. Ramos: Do you think we could read maybe two chapters? If someone finishes early, they could go back and read those chapters again.  Mr. Brandt. I like that idea.  Mrs. Scudder: So do I!  All three teachers: Let’s try it!  Readers, did you see what we just did? At first we set a goal for our book club that was not realistic. We didn’t think we could answer “yes” to the question, Did we finish what we said we would? So we talked about setting a more realistic goal, and then changed the amount of pages we would read, and how fast we would read them. After we finish, we can discuss if we need to change our goals for next time. |
| ***Active Involvement:***  (Teacher needs 6 sets of books. Teacher puts students into groups of 4. Each group has one copy per student of the same book)  You and your partners are going to look through your book. You’re going to decide for your book club how much you’re going to read and in how much time you’re going to read it. You need to set realistic goals for your book club. You’ll know you did a good job if you can all say we finished what we said we would . If we can answer “**yes”** to that, then we make new goals based on our discussion. Remember, everyone in the book club has to agree on these goals.  (Give groups time to practice setting goals for their book clubs. Teacher shares with entire group how she saw teams working together to set realistic goals for their book clubs) |
| ***Link:***  So, readers, when you are working in your book clubs, it’s important that you set a realistic goal for yourselves. You need to agree on how much you’re going to read and how fast you’re going to read it. You’ll know you did a good job if you can all say “yes” to the question, “Did we finish what we said we would.?” If we can answer “yes” to that question, then we make new goals based on our discussion. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 3 Mini Lesson 4** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Launching the Unit –Teaching clubs to revisit and lift the level of inferring about characters |
| **Teaching point *(Kid language!)*:** | Readers stop and think deeply about what kind of person a character is by noticing patterns in their actions and feelings.  Los lectores pausan y piensan profundamente sobre qué tipo de persona es un personaje, por medio de notar patrones en sus acciones y sentimientos. |
| **Catchy Phrase:** | “STOP! What kind of person is this character? Why? ”  “¡Alto! ¿Que me dice esto sobre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?” |
| **Text:** | Various “Olivia” books. |
| **Chart(?):** | Sentence frame poster: “I think \_\_\_\_\_\_\_\_\_\_\_\_ (character) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(trait ) because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(pattern of actions or feelings).  Also possibly character traits chart or feelings chart . |
| **Standard:** | 3.RL.3 |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *Do you remember when we were talking about describing characters in our books? We created theories about our characters based on their actions and feelings. Now we are reading a few books in a series that have the same character. Today we are going to stop and think about what kind of person a character is, using not just how they act right now but using a pattern of their actions across many books. We want to be sure to not just say how the character is feeling but actually what trait this character is showing.”* |
| ***Teach:*** *Let me show you what I mean with these “Olivia” books. In this book about the circus, she made up this big story about how she went to the circus and did all of the jobs there. She was a lion tamer, she was on the tightrope, she was the “queen of the trampoline,” etc. What does this tell us about what kind of person Olivia is? She has a great imagination! She wants to try new things and have new adventures.*  *Let’s look at another book. Here she goes to the museum with her mom. She looks at the paintings and then she goes home and imagines that she is an abstract painter. She paints the wall in her house and then gets into trouble. I say “Stop! What does this tell me about Olivia?” Well, I think Olivia is imaginative because she is always pretending to be something or someone different.* |
| ***Active Involvement:***  *Are you ready to give it a try? Let’s look at this book, where Olivia and her brother Ian make a big tent over her bed. (Teacher reads 2-3 pages about Olivia imagining that she is a princess in the desert and builds a fancy tent with lots of treasure inside). What does this tell you about what kind of person Olivia is? Partner A, say “Stop! What kind of person is this character? Why?” Partner B, answer “I think Olivia is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…”*  *(Teacher may have partners switch roles and try again).* |
| ***Link:*** *Now, today and every day, when you read books in a series that have the same character, and the character acts in a certain way, say “STOP! What kind of person is this character? Why?” You can use our sentence frame: “I think \_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because…..”* |
| ***Mid-Workshop Teaching Point:***  *OK, boys and girls, now let’s collect information about our characters. I’m going to pass out post-it notes and you will write your thoughts about your character. Write the sentence frame and stick your notes in your reading journal.* |
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| **Unit 3 Mini Lesson 5** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Launching the Unit –Teaching clubs to revisit and lift the level of inferring about characters |
| **Teaching point *(Kid language!)*:** | Readers understand relationships between characters by describing how they act toward each other.  Los lectores entienden las relaciones entre los personajes al describir cómo actúan el uno con el otro. ” |
| **Catchy Phrase:** | “Hmmm. How do they act and talk to each other? ” “What does this mean?”  “Hmmm ¿Cómo actuán y hablan entre ellos?” “Qué significa esto?” |
| **Text:** | *“Olivia Forms a Band” and “Olivia”* |
| **Chart(?):** | Sentence frame poster: see page 54. |
| **Standard:** | 3.RL.3, 3.SL.1 |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *Yesterday we looked at**some Olivia books to analyze what kind of person she is. Did you notice that she was not the only character in those books? Her mom is also in all of the those books. Today we are going to look at how two characters act toward each other in a book and even in a few books in the same series.* |
| ***Teach:*** *Let me show you what I mean with these “Olivia” books again. In this book, Olivia imagines herself as a great artist and creates a painting on the wall. She was proud of her work. But her mom was shocked and sends Olivia to time out.* ***Hmm. How* do they act and talk to each other? ” “What does this mean?”** Olivia got paint all over room and her mom sent her to time out. What does this mean? It means that Olivia sometimes does things that her mom doesn’t like and her mom gets mad.  *Later, at bed time, Olivia wants to read 5 books. Her mom looks kind of mad (maybe because she’s still mad about the painting) but then they agree to read 3 books and let’s look at this page (shows last page where Mom and Olivia are in bed reading). They don’t look mad anymore, they look like they love each other. (Now reads the page).***“Hmmm. How do they act and talk to each other? ” “What does this mean?”** They lay down together, read books and tell each other that they love each other. What does this mean? It means that even though Olivia sometimes does things that can make her mom mad, they still treat each other with love and kindness. That’s what I understand about their relationship.  *She was a lion tamer, she was on the tightrope, she was the “queen of the trampoline,” etc. What does this tell us about what kind of person Olivia is? She has a great imagination! She wants to try new things and have new adventures.* |
| ***Active Involvement:***  *Are you ready to give it a try? Let’s look at this book, “Olivia Forms a Band.” I’m going to show you a page and partner A asks: “****Hmm. How* do they act and talk to each other? ” “What does this mean?”** (Teacher shows the page where Olivia puts on lots of lipstick). Now, partner B tells partner A how Olivia and her mom are acting toward each other (“Olivia doesn’t follow directions and puts on too much makeup. Her mom gets mad and says...”).  Great, I heard \_\_\_\_\_\_ say that Olivia put on too much makeup and was taking too long, and her mom *got mad and pulled her out to the car. This means that sometimes Olivia doesn’t follow directions and her mom gets mad.*  *Now, let’s look at the next page. (Teacher reads page where they’re waiting for the fireworks). Partner B, ask: “****Hmm. How* do they act and talk to each other? ” “What does this mean?”** and partner A tells partner B how they act toward each other on this page.  Good! I heard \_\_\_\_\_\_\_\_\_\_\_ say that Olivia is asking lots of questions but her mom is patient with her and they look like they are happy together. This means that Olivia and her mom still love each other. |
| ***Link:*** *Now, today and every day, when you read books in a series like “Olivia” that have the same characters, think about the relationship between them. Ask yourself , “****Hmm. How* do they act and talk to each other? ” “What does this mean?”** (Kids may continue to keep sticky notes about how the characters act toward each other). |
| ***Mid-Workshop Teaching Point:***  *Ok, boys and girls, let’s look one more time at this page where Olivia paints on the wall and try to analyze more deeply what the characters are feeling right then. From Olivia’s POINT OF VIEW she painted a work of art that makes her house more beautiful. So she feels proud and happy about her work.. But from her mom’s POINT OF VIEW she wrecked the wall and the carpet and got paint all over the place. So she is mad. Maybe Olivia thinks that her mom doesn’t like her painting and feels kind of hurt. Sometimes in order to understand the relationship between two characters we have to think about each character’s point of view. That helps us know why they act the way they do.* |
| ***Share:*** |

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| **Unit 3 Mini Lesson 6** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Launching the Unit –Teaching clubs to revisit and lift the level of inferring about characters |
| **Teaching point *(Kid language!)*:** | Readers revise their theories about characters by noticing how they react to problems.  Los lectores revisan sus teorías sobre sus personajes al notar cómo enfrentan sus problemas. |
| **Catchy Phrase:** | “Problem? How does my character react? “What does this mean?”  “¿Problema? Como reacciona mi personaje? “Qué significa esto?” |
| **Text:** | *“Olivia Forms a Band” and “Olivia” “Olivia, the Queen of the Circus.”* |
| **Chart(?):** |  |
| **Standard:** | 3.RL.3, 3.SL.1 |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *We’ve been looking at**some Olivia books to analyze how two characters act toward each other in a book and even in a few books in the same series. In fiction stories, characters almost always have to deal with a problem. We can learn a lot about a character by looking at how they react to these problems. Today we’ll look at how Olivia solves her problems and see if this changes or adds to our theory about what kind of person Olivia is.* |
| ***Teach:***  *Let me show you what I mean with these “Olivia” books again. A few days ago we made a theory about Olivia. We said that she is a very imaginative person who likes to pretend she is famous and having lots of adventures. In this book, “Olivia Forms a Band,” Olivia and her family are going to a fireworks show. Olivia expects a band to be there. Her mom says that there won’t be a band there. Olivia has a problem.*  **“Problem? How does my character react? “What does this mean?”**  *To solve this problem Olivia decides to make her own band using kitchen supplies. She works hard to get the instruments from pots and pans and other stuff, and actually practices playing all the parts in this band. This means that we already knew that Olivia had a good imagination, but now we also know that she can be determined to solve a problem.* |
| ***Active Involvement:***  *Are you ready to give it a try? Let’s look at this book, “Olivia, the Queen of the Circus.” On this page, Olivia has to get dressed for school and she pulls out her boring uniform.*  **“Problem?”** Partner A, tell partner B what Olivia’s problem is.  Great, I heard \_\_\_\_\_\_ say that Olivia’ s problem is that she doesn’t want to put on a boring uniform because she likes to dress up into nice colorful clothes.  **How does my character react?** (teacher reads the next page). Partner B. Tell partner A how Olivia reacts to this problem.  Great, I heard \_\_\_\_\_\_ say that she made her outfit fancier by putting on colorful red accessories.  Now boys and girls, think **“What does this mean?”**  *Partners share with each other.*  *Boys and girls, I heard \_\_\_\_\_\_\_\_\_\_say that this means that Olivia is determined to solve her problem. Now let’s review what we know about Olivia. She has a good imagination, she likes wearing colorful clothes, and she is very determined. When she has a problem, she works hard to solve it.* |
| ***Link:***  *Now, today and every day, when you read books in a series like “Olivia” look for the problem that your character faces. Then, think about how the character reacts to that problem. Does this help you understand your character better? Does it help you change or revise your theory about your character?* |
| ***Mid-Workshop Teaching Point:***  *Ok, boys and girls, remember yesterday when we talked about* ***point of view?*** *Remember to look from the character’s point of view when they are faced with a problem too. In the book where Olivia forms the band, she seems like she is being stubborn about wanting a band, and in the end she doesn’t even bring the band to the fireworks show. But, if you look at it from Olivia’s point of view, she wanted a band, she created it, she played her music for her family and then she was satisfied. She didn’t even need to bring the band to the fireworks show because she already was able to play for the audience. She solved her problem and met the challenge.*  *From the point of view of her parents, her music sounded terrible, but they didn’t discourage her. Her mom even asked her if she was bringing her band to the fireworks show. Because from her mom’s point of view, she loves Olivia and wants to support her effort* |
| ***Share:*** |

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| **Unit 3 Mini Lesson 7** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Reading second, third and fourth books within a series-revising theories, providing relevant textual evidence, and moving into interpretation |
| **Teaching point *(Kid language!)*:** | Readers look for patterns across the series by noticing what’s the same and what’s different in multiple books. |
| **Catchy Phrase:** | Good readers notice patterns across books. |
| **Text:** | Olivia, Olivia the Queen of the Circus, Olivia Forms a Band (series of books that have been previously read aloud to the class) |
| **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.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  We’ve been learning more about our characters by paying attention to not just the main characters but the other characters as well. Also, by noticing patterns in our characters actions we can tell what kind of characters they are, sometimes though, we revise our ideas depending on how the character may change.  We’ve been reading books by the same author. We’ve been doing this because reading books by the same author gets us to think more deeply about what we read.  Today, we are going to look for patterns across books. As we read about the same characters we can think about how they stay the same or change from one book to another. Or we can pay attention to the patterns in the problems they face. Or even how the setting stays the same or changes. When readers do this it not only helps us understand our books better it also helps us anticipate or predict what might happen next.  Good readers notice patterns across books. |
| ***Teach:***  Watch me as I show you how this works. We’ve been reading Olivia books as a class over the last weeks. I’m going to use a couple of her books to help show how I am noticing patterns. While I notice patterns I am going to use sticky notes to track them. Then, I’ll put them in my reading journal.  When I look across these 3 books the first patterns I notice are the setting and characters. All three books start at her house and the characters are her family. Those are patterns I’m going to write on a sticky note.  (Here the teacher can refer to the pages in the books and write this on a sticky note for her reading journal) Those are two patterns right there!  I also notice that she doesn’t like to sleep. At bed time or at nap time. (refer to pages) I’m going to write that on my sticky note. I also notice that she has really BIG ideas like making her own band, and retelling her circus story, being an artist (add to a sticky note). And, generally, she makes a mess, like painting or making pancakes for her brothers. (add sticky note). Another pattern I notice is that she is a problem for her mom. (refer to pages, add sticky note)  All of these patterns help me understand the kind of character Olivia is and helps me predict that in the next story I read about her, I will find some of the same situations, characters, character traits and settings.  Good readers notice patterns across books. |
| ***Active Involvement:***  Now it’s your turn to try it. You have had a chance to read a couple of books from the same author in your book clubs. I have you sitting with your book clubs right now. What are the patterns you have noticed? What is the same about the characters? Are there similar problems or situations? Take just a moment to think to yourselves. (give students a few seconds).  Now, turn in to your book clubs. Take turns sharing some of the patterns you are noticing in the books you are reading.  (teacher listens in to conversations and chooses a couple to share) I heard \_\_\_\_\_\_\_\_\_\_ group say \_\_\_\_\_\_\_\_\_.  We weren’t able to use our sticky notes right now, but don’t forget to use them as you read to keep track of patterns that you notice.  Good readers notice patterns across books. |
| ***Link:***  Readers today and every day, as you read books in a series watch for patterns, remember this helps you deepen your understanding of characters and anticipate what they will do next, or what might happen in the next book.  Good readers notice patterns across books. |
| ***Mid-Workshop Teaching Point:***  Don’t forget to jot down your patterns on sticky notes and put them in your reading journal. |
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| **Unit 3 Mini Lesson 8** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Reading second, third and fourth books within a series-revising theories, providing relevant textual evidence, and moving into interpretation |
| **Teaching point *(Kid language!)*:** | Readers compare books in a series by comparing and contrasting the situation or how the main character reacts to them. |
| **Catchy Phrase:** | Good readers compare and contrast patterns in situations. |
| **Text:** | Olivia, Olivia the Queen of the Circus, Olivia Forms a Band (series of books that have been previously read aloud to the class) |
| **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.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we looked for patterns across books. We thought about how characters stay the same or change from one book to another, we thought about the patterns in the problems they face and we thought about how the setting stays the same or changes. We noticed anything that was the same and different in our books.  Today, we are going to compare and contrast the situations/problems the main characters continue to find themselves in and how they react to them over time.  Good readers compare and contrast patterns in situations . |
| ***Teach:***  Watch me as I find a pattern in the situations Olivia faces using our Olivia books. Let me think about Olivia in the first book of the series. Olivia does lots of things, but the main situation she finds herself in comes when she decides to paint art all over her room. In Olivia Forms a Band, Olivia really believes there should be a band at the fireworks display. Finally, in Olivia Queen of the Circus, she tells her class all about how she did all the circus acts by herself.  In all three books, Olivia decides she can do everything by herself. She perseveres, never letting anything stop her. Her big imagination and creativity makes her life more exciting than it really is! In that way all of her situations are similar. Now I’m going to think about how her situations might contrast.  In Olivia, and Olivia forms a Band, Olivia actually does do everything by herself. For instance, she strapped all kinds of instruments to her body and she got paint and splattered her room with pizzaz! But in Olivia Queen of the Circus, Olivia makes up a fantastic story about how she single handedly ran the circus.  Do you see how I was able to think about the situations Olivia has been in to compare AND contrast the situations and her reactions to them?  Good readers compare and contrast patterns in situations. |
| ***Active Involvement***  Now it’s your turn. You have had a chance to read a couple of books from the same author in your book clubs and you had a chance to start talking yesterday about patterns you noticed. I have you sitting with your book clubs right now. What are the similar problems or situations your characters find themselves in? What was different? Was the way they responded in one book similar to the way they responded in another book? Take just a moment to think to yourselves. (give students a few seconds).  Now, turn in to your book clubs. Discuss the situations or problems your character has and compare and contrast together.  (teacher listens in to conversations and chooses a couple to share) I heard \_\_\_\_\_\_\_\_\_\_ group say \_\_\_\_\_\_\_\_\_.  Good readers compare and contrast patterns in situations. |
| ***Link:***  Every time you read books in series, remember how authors put characters in similar situations and when you compare and contrast between books it helps you become a better reader.  Good readers compare and contrast patterns in situations. |
| ***Mid-Workshop Teaching Point:*** |
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| **Unit 3 Mini Lesson 9** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Reading second, third and fourth books within a series-revising theories, providing relevant textual evidence, and moving into interpretation |
| **Teaching point *(Kid language!)*:** | Readers predict how the character will react or solve a problem by noticing patterns across many books. |
| **Catchy Phrase:** | What will the character do? (palms up and shrug) |
| **Text:** | Olivia, Olivia the Queen of the Circus, Olivia Forms a Band (series of books that have been previously read aloud to the class) Olivia Helps with Christmas |
| **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.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we compared and contrasted the situations the characters found themselves in and how they reacted to them.  Today we are going to use those patterns to help us make predictions. Good readers make predictions about what will happen in the books they read. When we notice how the characters react over and over again, or the situations they find themselves in over and over we can predict the kind of situation that may come up next time and perhaps how they will react to it.  What will the character do? (palms up and shrug) |
| ***Teach:***  Yesterday I compared and contrasted the situations Olivia found herself in and how she responded. Today I am going to use what I know about the situations and her reactions to help me predict what might happen to her in this book: Olivia Helps with Christmas. (hold up the book and show the cover) I haven’t read this book yet, but I can use the other books in this series to help me make some predictions.  Some things we already know about Olivia are:   * All three books started at her house, with her family. * she doesn’t like to sleep. At bed time or at nap time. * she has really BIG ideas * she makes lots of messes * she annoys her mother   From this list, and the topic of this book, I can predict that the book will start out at home, she won’t want to go to sleep on Christmas Eve, she might want to decorate the tree in some fantastical sort of way, she’ll probably make a mess with Christmas cookies or ornaments and she will most likely annoy her mother through the whole thing!  Do you see how I was able to make predictions about Olivia in this new book and the situations she would find herself in? I can hardly wait to read it to find out if I am right!  What will the character do? (palms up and shrug) |
| ***Active Involvement:***  Now it’s your turn! You are sitting in your book clubs. I have given one member of your team the next book in your series. Take it out now, look at the title, the cover and read the blurb on the back (if you have one) Talk in your book club about the predictions you have about your character based on the patterns you have noticed across your books.  Great conversations everyone! I heard \_\_\_\_\_\_\_\_\_\_\_\_ predict\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I could totally see that happening with your character!  What will the character do? (palms up and shrug) |
| ***Link:***  Today and every day when you are reading in your books, and you are about to begin a new book in the series, think back to what you know about your characters and the situations they find themselves in, look back at your sticky notes in your reading journals. Use all that you know to make predictions about what might happen.  What will the character do? (palms up and shrug) |
| ***Mid-Workshop Teaching Point:*** |
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| **Unit 3 Mini Lesson 10** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Reading second, third and fourth books within a series-revising theories, providing relevant textual evidence, and moving into interpretation |
| **Teaching point *(Kid language!)*:** | Readers learn the lesson that the author is trying to teach the character and the reader by noticing when a character repeatedly acts in a certain way. |
| **Catchy Phrase:** | I guess I learned my lesson! |
| **Text:** | Froggy or Arthur or Berenstain Bears series or any series where the character learns a lesson – any series the teacher has been using as a read-aloud |
| **Chart(?):** | Questions the teacher wants book clubs to focus on – see Active Involvement below |
| **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.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. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection***: Readers, over the past few days you’ve been learning a lot about how characters in stories change over time. You’ve been paying attention to what they say and do from one book to another. You’ve been making predictions based on what you already know about the character has already done. It was so exciting to see you work in your book clubs and use evidence from the books to see if your predictions would come true or not!  Today we’re going to see if the author of some of our favorite series books has a lesson to teach the character – and us, the readers! – when we notice the character always behaving in a certain way. If we think the author is teaching the character – and us – a lesson, then we say, “I guess I learned my lesson!” |
| ***Teach:*** (Teacher holds up Berenstain Bears book The Berenstain Bears Go to the Dentist.) In our read-alouds we’ve been reading books by Stan and Jan Berenstain about the Berenstain Bears Family. What do we know about Brother, Sister, and even Papa Bear sometimes? Well, we know they never listen to Mama Bear. And we know that they always get into trouble because they never listen to Mama Bear! In this book we heard Mama tell Brother and Sister Bear not to eat so much candy. But we knew that they never listen to her –they would eat lots of candy anyway! And that would be bad news for them when they went to the dentist!  At the end of the story Brother and Sister Bear learned a lesson. But that’s a lesson for all of us! We **should** listen to our parents when they tell us not to do something, like eat too much candy! Brother and Sister Bear keep acting a certain way, and they always get into trouble. If WE keep acting like Brother and Sister and Papa Bear act, then WE might get into trouble, too! The characters in a story learn a lesson, and we, the readers can learn a lesson. When we learn what lesson the author is teaching us, we say, “I guess I learned my lesson!” |
| ***Active Involvement:***  Now it’s your turn to see what lessons the author is teaching the characters in a series of stories, and us the readers.  In our read-aloud time we have read three books in the Froggy Series. On this chart I have guiding questions I want you to talk about with the other members of your book club. Please share with your book club what you know about how Froggy always acts. What does he always do in every single book? After you have talked about that, think about the lesson the author is trying to teach Froggy. Is that a lesson that you as readers could also learn from? What do you think that lesson is?  Once you and your book club have decided on the lesson the author is trying to teach Froggy and teach you as readers, say, “I guess I learned my lesson!”  (Teacher gives students time to talk about this and practice.)  I heard so many of you talk about what Froggy keeps doing over and over again. I heard you talk about the lesson the author is trying to teach Froggy. AND I heard so many readers in this room share about how that is a good lesson for them to learn, too! |
| ***Link:***  Readers, from today and every day, when you are reading books in a series that have the same character, like Papa and Brother and Sister Bear, and Froggy, pay attention to the ways the character acts over and over again. Say to yourself, What is the author trying to teach this character? What lesson is the author trying to teach me?  Once you’ve discovered that, then you can say, “I guess I’ve learned my lesson!” |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 3 Mini Lesson 11** |

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| **Unit of Study:** | Series Book Clubs #3 |
| **Goal:** | Reading second, third, and fourth books within a series – revising theories, providing relevant textual evidence, and moving into interpretation |
| **Teaching point *(Kid language!)*:** | Readers push themselves to think deeply about characters by asking “why?” (Touch on traits and motivations) |
| **Catchy Phrase:** | *Why? Why does the character keep doing that? Why is the character that way?* |
| **Text:** | Previously read series chapter book ( Amber Brown, Magic Tree House)  Unlovable - Dan Yaccarino  No, David! –David Shannon |
| **Chart (?):** | Character chart below |
| **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:*** *Ok class, we have been learning and talking about our series chapter books. We have focused in on characters in our stories by keeping track of their interactions, traits and how they react to certain situations.*  *Today I want to teach you that we can push ourselves to think deeply about a character by asking “Why?” We might notice a trait or a pattern in behavior and ask “why does the character keep doing that?” Or “Why is the character that way?”*  *By doing this, we think about causes of character traits and motivations.*  *Because good readers push themselves to think deeply about characters by asking “Why?”* |
| ***Teach:*** *Watch me as I push myself to think deeply about Alfred from the book Unlovable. In the beginning of the story Alfred prefers to be outside. I ask myself “Hmm…why is that?” Why does Alfred prefer to be outside alone?*  *Let me remember what we read in the beginning of the story. When Alfred was inside, the Cat called him unlovable and the Parrot repeated it “unlovable…squawk” and the gold fish gurgled in agreement. When he was outside he did not hear any of this.*  *So, I think the reason why Alfred wanted to be outside was to get away from the horrible comments that the other animals were making. That would be his motivation.*  *Did you notice how I pushed myself to think deeply about the character by asking myself “why?”*  *Because good readers push themselves to think deeply about characters by asking “Why?”* |
| ***Active Involvement:***  *Now its turn think about the book we read No, David! Think about what words you would use to describe David. Turn to your partner and tell them what you think.*  *(Teacher Listens in to students conversations)*  *Great! I heard \_\_\_\_\_\_ say David is \_\_\_\_\_. (Mischievous, naughty, bad, traviso, etc.)*  *Now I would like you to think deeply about David and ask yourself “why?” Why is David so naughty? Turn to your partner and tell them what you think.*  *(Teacher Listens in to students conversations)*  *Great! I heard \_\_\_\_\_\_ say David is \_\_\_\_\_ because\_\_\_\_\_\_\_.*  *Remember good readers push themselves to think deeply about characters by asking “Why?”* |
| ***Link:***  *Today and everyday as you read and learn about your characters you might notice that they repeatedly act a certain way. Push yourselves to think deeply about characters by asking “Why?”*  *As you begin to notice a trait or a pattern in behavior Jot it down on a Post-it note and keep it in your journal.*  *Remember good readers push themselves to think deeply about characters by asking “Why?”* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

(Character chart)

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| Good readers ask “why?”  Why does the character keep doing that?  Why is the character that way?  What are the characters’ motivations?  What are the characters’ traits? |

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| **Unit 3 Mini Lesson 12** |

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| **Unit of Study:** | Series Book Clubs #3 |
| **Goal:** | Reading second, third, and fourth books within a series – revising theories, providing relevant textual evidence, and moving into interpretation |
| **Teaching point *(Kid language!)*:** | Readers know that no character is one way by pushing themselves to think about more complex theories. |
| **Catchy Phrase:** | *Remember good readers know that characters aren’t always one way.* |
| **Text:** | Previously read series chapter book or Picture book (Amber Brown, Magic Tree House)  Junie B Jones is a Spectable –Barbara Park  Froggy Learns to swim – Jonathan London |
| **Chart (?):** | Character 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:*** *You know boys and girls, most of the time I am a happy person. I usually always smile and am kind. Sometimes I feel a little grumpy. I might not smile and forget to be kind. Well just like me and yourself, we don’t always act one way. Just like us, the characters in our books have different sides.*  *Today I want to teach you that once we have single idea, theory about a character, we push ourselves to think of more complex theories. We might say “On the one hand…but on the other hand” or we could say, “One side of this character is… but she can also be…” In this way, we grow richer theories about characters.*  *Because good readers know that characters aren’t always one way.* |
| ***Teach:*** *Watch me as I push myself to think about all the different sides Junie B. Jones, my character, shows in the book Junie B. Jones is a spectacle. I have couple post-it notes about things I noticed about Junie B. and the way she acts. One of the Post-it notes says that she is very dedicated, She wants to be ready for the first grade soccer tournament, another says that she is playful when she is with her mom and she is going to be in trouble she uses her sweetness.*  *“On the one hand she is dedicated and on the other she is playful.”*  *Did you see how Junie B. acts in more than one way? This is helping me to create a more complex theory about my character.*  *Remember good readers know that characters aren’t always one way.* |
| ***Active Involvement:***  *Now it’s your turn, think about the book Froggy Learns to Swim, Think about how Froggy is acting in this part of the book. (Where Froggy is scared to swim). Take out your hand paper, and hand pencil and pretend to write how Froggy is acting at that point. Turn to your partner and tell them what you wrote.*  *Great! I heard \_\_\_\_\_\_ say “Froggy is \_\_\_\_\_. “ (Scared, fearful, Conflicted etc.)*  *Now, think about how Froggy is acting in this part of the book. (Where Froggy is swimming and doesn’t want to leave the water).*  *Take out your hand paper and hand pencil and pretend to write how Froggy is acting at this point. Turn to your partner and tell them what you wrote.*  *Great! I heard \_\_\_\_\_\_ say “Froggy is \_\_\_\_\_. “ (Happy, confidant, etc.)*  *Now I would like you to think about both your Hand notes, and using one of the sentence frames on the Character Chart tell your partner how Froggy is not just one way.*  *(Teacher Listens in to students conversations)*  *Great! I heard \_\_\_\_\_\_ say “On the one hand Froggy is \_\_\_\_\_\_but on the other hand he is\_\_\_\_\_\_.”*  *I also heard \_\_\_\_\_\_\_ say “One side of Froggy is\_\_\_\_\_\_ but he can also be\_\_\_\_\_\_\_\_\_.”*  *Great! You are creating a more complex theory about your character.*  *Remember good readers know that characters aren’t always one way.* |
| ***Link:***  *Today and everyday as you read and learn about your characters you might notice that your character acts more than one way throughout a book or throughout the books in a series.*  *As you read jot down when your character acts in more than one way. Once you notice some different sides of your character using the sentence frames from the Character Chart, jot down how your character is more than one way.*  *Remember good readers know that characters aren’t always one way.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

(Character chart)

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| Good Readers know that no character is one way  *On the one hand…but on the other hand*  *One side of this character is… but she can also be…* |

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| **Unit 3 Mini Lesson 13** |

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| **Unit of Study:** | Series Book Clubs #3 |
| **Goal:** | Comparing and contrasting different characters and themes from different series |
| **Teaching point *(Kid language!)*:** | Readers grow theories by using post-it notes to organize their thoughts. (p. 62, 66) |
| **Catchy Phrase:** | *Good readers organize their thoughts to grow their theories.* |
| **Text:** | Previously read series chapter book or Picture book (Amber Brown, Magic Tree House)  Box Car Kids |
| **Chart (?):** | Character 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 have been creating theories about our characters and writing them down on post-it notes. We have learned so many different things about our characters which have deepened our understanding about our books.*  *Today I want to remind you that when readers get about half way a book (or when our books are bursting with ideas), it is wise to take some time to organize our thoughts. One way to do this is to sort our post-it notes into piles of ideas that seem to go together. We read across these post-its and push ourselves to grow a theory.*  *As we read our post-its we might say, “This is important because…” Or “This makes me realize that…” Or “The bigger idea here is that…”*  *Sorting our notes helps us to grow our theories and deepen our understanding about our books, our characters and the authors of our books.*  *Because good readers organize their thoughts to grow their theories.* |
| ***Teach:*** *Watch me as I deepen my understanding of the book by sorting my post-it notes about Box Car Children. (teacher takes out all his/her post it notes about the box car children, reads them and places them on white board)*  *“Hmm…Which of these post-it notes go together?” (teacher clumps some notes together)*  *“Oh look! All of these go together; Henry always protects the his brother and sisters, They all love the dog Watch, Henry and Jessie are taking care of their younger brothers because they are scared to go with their grandpa.”*  *Now I am going to grow my theory about the four children using my post-its.*  *“This makes me realize that the box car children are all kind and caring and love each other very much.”*  *Did you see how I grew my theory using my post-its that went together?*  *Remember good readers organize their thoughts to grow their theories.* |
| ***Active Involvement:***  *Now it’s your turn, deepen you understanding of the book. Look at the rest of the post-it notes on the board and see which ones go together. Turn to your partner and tell them which ones you think go together.*  *Great! I heard \_\_\_\_\_\_ say “I think that “mean Grandpa” and “they ran away from the baker’s wife” go together.”*  *Now I want you to grow your theory about the four children using the post-its.*  *Turn to your partner and using a sentence frame from the Growing Our Theories Chart, tell you partner what your theory is.*  *Great! I heard \_\_\_\_\_\_ say “This is important because\_\_\_\_\_\_\_”*  *Remember good readers organize their thoughts to grow their theories.* |
| ***Link:***  *Today and everyday as you are collecting ideas about your books, thinks about how your different ideas go together. They could help you grow your theories about the book.*  *When you go back, look at all your post-it notes and see which go together. Once you have organized your post-it into piles that go together, push yourself to grow a theory. Remember to use our Growing Our Theories Chart to help you.*  *Remember good readers organize their thoughts to grow their theories.* |
| ***Mid-Workshop Teaching Point:*** *Remember, Good readers support and revise their theories by using textual evidence.* |
| ***Share:*** |

(*Growing Our Theories Chart*)

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| Good readers organize their thoughts to grow their theories  *This is important because…*  *This makes me realize that…*  *The bigger idea here is that…* |

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| **Unit 3 Mini Lesson 14** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Comparing and contrasting different characters and themes from different series |
| **Teaching point *(Kid language!)*:** | Readers grow or change their theories by reading on and looking for more information. |
| **Catchy phrase:** |  |
| **Text:** | Any series chapter book or Dinosaurs Before Dark |
| **Chart(?):** | Sentence frame:  A theory I have is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I am going to look for more examples or ways my thinking about \_\_\_\_\_\_\_\_\_ changed or grown. |
| **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.R.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *Yesterday we talked about how to organize our thoughts to grow a theory. We started to categorize our sticky notes into larger theories.*  *Today, we are going to discuss when we have a theory or a big idea we keep that idea in our mind as we read and reread. We look for information that will change or grow our thinking.* |
| ***Teach:***  *As we read, we need to think about the big ideas that we have made. As the story unfolds, some events might be evidence that proves my theory or some events might make me rethink my theory.* Readers grow or change their theories by reading on and looking for more information.  *Example*  *I have a theory from the first 2 books I read…..Jack always thinks before he acts. I know this because before he \_\_\_\_\_\_\_\_\_\_ he \_\_\_\_\_\_\_\_\_. Also, \_\_\_\_\_\_\_\_\_\_ before \_\_\_\_\_\_\_\_\_\_.*  *As I continue reading this book, I am going to pay attention to what Jack does. If he continues to think before he does something, I know my theory is right. It grows or adds to my theory about Jack.*  *If he does something different, then I might think “oh Jack does think before he acts, just not all the time”. That would change my theory and my thinking about Jack.*  *As I keep reading, I hold on to my theory (about Jack) in my mind and look for information that will either grow or change my thinking.*  *(Do another example.)* |
| ***Active Involvement:***  Think about the big theories you made yesterday. You are going to pick one and reading time today, you are going to look for information that will either grow or change your thinking. Readers grow or change their theories by reading on and looking for more information. Right now, with your partner, you are going to share what theory you are going to be thinking about today.  Partner A tell Partner B using this frame:  A theory I have is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Jack thinks before he acts). I am going to look for more  examples or ways my thinking about \_\_\_\_\_\_\_\_\_ (Jack) has changed or grown.  Readers grow or change their theories by reading on and looking for more information.  (Repeat with Partner B.) |
| ***Link:***  Today as you are continuing with your series book clubs. Think about the theory you chose to focus on and look for information that will grow and change your thinking. Remember…. Readers grow or change their theories by reading on and looking for more information. |
| **Mid-Workshop Teaching Point:**  *Readers, sometimes we are scared to write down our theories because we feel that our ideas are not good enough. Readers need to not worry about that because we can take those flimsy ideas and make them more substantial. The bottom line is not to be nervous because any starting point is fine. If we don’t have a starting point, then we can’t help it grow.* |
| **Share:** |

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| **Unit 3 Mini Lesson 15** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Comparing and Contrasting different characters and themes from different series |
| **Teaching point:** | Readers deepen their understanding by paying attention to characters’ struggles and motivations. |
| **Catchy Phrase:** |  |
| **Text:** | Froggy Plays in the Band, by Jonathan London  Olivia Forms a Band, by Ian Falconer |
| **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.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection: (1-2 mins.)***  During this unit, we have been looking deeply at our characters from the series books that we like to read. I’ve been watching you all and noticing that you have a strong understanding about how to compare characters and settings across the same series.  Today, we’re going to start comparing and contrasting characters, events and settings across different series. Readers deepen their understanding by paying attention to characters’ struggles and motivations. We can look at different characters from different series to see if there are similarities or differences between the struggles they face, and how they overcome those struggles. |
| ***Teach: (4-6 mins.)***  Today, I’m going to show you how to compare characters and their struggles across two different series. I have brought the book Olivia Forms a Band, and also the book Froggy Plays in the Band which we’ve already read. Before I show you how to compare and contrast characters’ struggles and motivations across different series, I want to think a bit about these two characters.  (Teacher holds up Froggy book.)  Froggy is one of my favorite characters from a series. I really like him because he’s funny, and he gets into all kinds of silly situations. I know that when Froggy tries something new, he usually struggles a lot, but he never gives up.  (Teacher holds up Olivia book.)  Olivia is such an interesting character. In all the books I’ve read about her, she shows me that she likes to try lots of new things. She reminds me of Froggy because she struggles also, and she’s very adventurous like Froggy. One big difference between them though is that Olivia gets distracted easily, whereas Froggy is persistent and usually completes his goals.  Now that I’ve thought about what I know about my characters Froggy and Olivia, I’m going to show you how to compare the struggles they face and how they overcome them. Readers deepen their understanding by paying attention to characters’ struggles and motivations. We can look at different books from different series to see if there are similarities or differences between the struggles that characters face, and how they overcome those struggles.  In Froggy Plays in the Band, I remember that Froggy *wanted to form a band so that he could win a prize for the marching band contest. That was his motivation for all the hard work he had to do. The struggles that he faced were when he was trying to learn how to play the saxophone. Remember it took him a while and he made a lot of mistakes. Also he struggled with trying to find people to join in his band. The way he overcame that was by asking his friends to help him and practicing every day. Remember it even said that Froggy practiced everywhere, even in his sleep. In the end, Froggy reached his goal and won a prize for the coolest marching band at the apple blossom parade. Froggy was persistent and reached his goal!*  *In Olivia Forms a Band*, I remember that Olivia got it in her head that she wanted a band to be at the Fourth of July picnic. Her motivation was to provide entertainment for the fireworks show. The struggle she faced was that there weren’t enough people to form a band, and she would be the only member of her band. In the story, she decided to form her own one-person band, and she gathered all the instruments she could. However, when it came time to go to the picnic, Olivia decided she didn’t want to carry out her idea of being a band. She had other things on her mind. Olivia was not persistent or consistent in overcoming her struggle.  I just compared two different characters’ motivations and struggles in two different series. Readers deepen their understanding by paying attention to characters’ struggles and motivations. We can look at different characters from different series to see if there are similarities or differences between the struggles they face, and how they overcome them. |
| ***Active Involvement: (2-3 mins.)***  (In advance, teacher needs to plan to break up book clubs to work together for this active engagement. For example, you may have 4 students reading Junie B. Jones books, and 4 other students reading Judy Moody books, two of the students from the Junie B group could work with two of the students from the Judy Moody group. Have the groups bring their reading journals full of jottings or post-it notes about characters for this active involvement.)  Now it’s your turn. You brought your post-it notes/reading journals to the carpet today for this part of our minilesson. In just a moment, I’m going to give you a chance to practice comparing two different characters’ motivations and struggles from two different series. I’m going to ask you to sit with members of a different book club for this part. Discuss with your partner your character’s struggles, motivations and how they overcome them in the series that you are reading.  (Teacher gives students 2-3 minutes to discuss with partner.)  I heard Maria and Juan talking about the characters in the series that they are reading. Maria is reading from the Beverly Cleary Ramona series, and Juan is reading from the A-Z Mysteries series. They were able to compare \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_ by talking about the kinds of struggles they each faced, their motivations and how they overcame the struggles.  Remember, readers deepen their understanding by paying attention to characters’ struggles and motivations. We can look at different characters from different series to see if there are similarities or differences between the struggles they face, and how they overcome them. |
| ***Link:***  You guys are becoming big fans of many different series. From now on, when you are reading different books from different series, remember that characters, just like us, face struggles and challenges. They have different motivations for reaching their goals, and they overcome them in different ways. It is fun to compare and contrast these things across the series that we read.  Now, off you go to read! |
| ***Mid-Workshop Teaching Point:***  Jot your thoughts about why the character wants something. |
| ***Share:*** |

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| **Unit 3 Mini Lesson 16** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Comparing and Contrasting different characters and themes from different series |
| **Teaching point:** | Readers grow their ideas by asking themselves “what is the character learning? |
| **Catchy Phrase:** | “What is the character learning?  “How can I apply this to my life?” |
| **Text:** | Froggy Goes to the Doctor, by Jonathan London  Junie B., First Grader: Boo…and I mean it! |
| **Chart:** | Prompts 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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday, we started talking about how good readers like to read many different series books. I showed you how to compare character struggles and motivations across different series. This is one strategy good readers use to grow theories about characters.  Characters in a story are always facing obstacles and striving to overcome them. When this happens, they usually learn a lesson. We can learn from these lessons too. We do this by asking, “What is the character learning?” and thinking, “How can I apply this to my life?” This is another way we can grow our theories about characters. |
| ***Teach:***  (Teacher prepares the following prompts on a chart in advance of the lesson.)  Prompts:  Perhaps it’s because…  Maybe it’s…  Another thing it could be…  This connects to earlier when…  That reminds me of…  A stronger word to describe that is…  This seems significant because…  Boys and girls, remember on Halloween when we read, Junie B. Jones First Grader: Boo, and I Mean It! ? We learned that Junie B. Jones was afraid to go Trick or Treating. Characters often are afraid in books, and they often find ways to overcome their fears.  In this story, Junie B. was afraid of the scary things about Halloween like the witches, monsters and the pumpkins’ sharp teeth. Remember at the end of the story, when she dressed up as a spooky clown? (Teacher points to prompt chart)  I’m going to use this prompt chart to help me think about what the character is learning and how I can apply it to my life. First, I’m going to ask myself, “What is the character learning?  Looking at the prompts on the chart, I see it says, “Maybe its…” Well, maybe its… that she needs to face her fear straight in the face. I think that because she came up with the creepiest costume idea she could think of and she wore it. That’s a good way to look the fear straight in the face. (Teacher points to the prompt chart where it says “this seems significant because.”)  This seems significant because she was afraid of the scary parts of Halloween, yet she wore the scariest costume she could think of.  I think it really helped when she scared her daddy at the end, because she learned that everyone gets afraid, but by facing your fears you can overcome them.  Now I’m going to compare Junie’s experiences with Froggy’s. I’m going to think about what Froggy is learning and how I can apply it to my life.  In Froggy Goes to the Doctor, Froggy is afraid to go to the Doctor because he doesn’t want to get a shot. When he gets to the Doctors, his friend Frogilina is there and he thinks, “What if I need a shot?” You can tell that Froggy is afraid there. Then, he has to go into Dr. Mugwort’s office and get his exam. Everything is fine until the Doctor brings out the shot. (Teacher points to chart where it says “This reminds me of…”) This reminds me of when Junie. B. scared her Daddy at the end of the story Boo and I Mean it! She wasn’t trying to scare him. She was just wearing her clown makeup and it freaked her dad out. However, in the Froggy book, I think Dr. Mugwort was kind of trying to make Froggy face his fear by shoving it in his face. I think this because she said, “Now it’s time for your shot,” and she glared at him with an ornery face. But, Froggy was brave and faced his fear.  I think Froggy learned a similar lesson to Junie B. Jones. The lesson they both learned was that sometimes you have to face your fears straight in the face in order to overcome them.  Now, I need to ask myself, “How can I apply this to my life?” Well, next time I’m afraid of something, I need to think of ways to conquer my fear. |
| ***Active Involvement:***  (In advance, teacher needs to plan to break up book clubs to work together for this active engagement. For example, you may have 4 students reading Junie B. Jones books, and 4 other students reading Judy Moody books, two of the students from the Junie B group could work with two of the students from the Judy Moody group. Have the groups bring their reading journals full of jottings or post-it notes about characters for this active involvement.  Now it’s your turn. You brought your post-it notes/reading journals to the carpet today for this part of our minilesson. In just a moment, I’m going to give you a chance to practice comparing the lessons that your characters are learning about during book clubs. I’m going to ask you to sit with members of a different book club for this part. Discuss with your partner the lessons that your characters are learning and how you can apply it to your own life.  (Teacher gives students 2-3 minutes to discuss with partner.)  I heard Benito and Belen talking about the characters in the series that they are reading. Benito is reading from the Ninjago series, and Juan is reading from the Horrible Harry series. They were able to compare \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_  by talking about the kinds of fears they each faced and the lessons they each learned. Benito said that \_\_\_\_\_\_\_\_\_\_ in the Ninjago series learned to trust others. He said that he can learn a lesson from this that he can apply to his own life too. That was that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Remember, readers grow their ideas by asking themselves “what is the character learning? After they answer that question, they ask themselves “How can I apply this to my life?” This helps them to understand the characters in the series better. |
| ***Link:***  Today we talked about how we can compare lessons that are learned in one series to another. Sometimes they are similar, like the example I showed you today with Froggy and Junie B. It helps you become a better reader when you can think deeply about lessons that are learned in story. Really experienced readers make comparisons across series.  Whenever you are reading, remember that good readers grow their ideas by asking themselves “what is the character learning? And then “How can I apply this to my life?” You can use the prompts chart to help you think more deeply about these questions. |
| ***Mid-Workshop Teaching Point:***  Remember to use the conversation prompts p. 57 to help you make your theories more complex. |
| ***Share:*** |

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| **Unit 3 Mini Lesson 17** |

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| **Unit of Study:** | Series Book Clubs |
| **Goal:** | Comparing and Contrasting different characters and themes from different series |
| **Teaching point:** | Readers understand the central message of the author by noticing what happens again and again in the story and thinking what it could mean. |
| **Catchy Phrase:** | “Pay attention when something keeps happening, because the author is trying to tell you something…” |
| **Text:** | Froggy Plays in the Band, Jonathan London  The Two Volcanoes: An Aztec Legend  The Little Red Hen |
| **Chart:** | Prompts 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. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  We’ve been talking about how readers grow their ideas by asking themselves questions. We’ve learned to use our prompts chart, and yesterday we asked, “What is the character learning?” and “How can I apply that to my life?”  Today, we are going to learn something really smart readers do. You are all really smart readers, so you will like this! Maybe you’ve noticed when you’ve been reading a book, or even a series of books, that an author continues to bring up something. Sometimes it’s an object, and sometimes it’s an action.  Remember the book called the Two Volcanoes? In that book, there is a bird that flies through all of the pages in the book. On each and every page you see that bird. The surprising thing is that in the end, there are two birds! Well, sometimes authors do things like this on purpose! The reason they do this is because they are trying to create something we call “symbolism.” Symbolism is when the author uses something to represent something else. So in this case, the author used the bird, and then in the end the birds to represent love. Love was the central message in this story.  Readers understand the central message of the author by noticing what happens again and again in the story and thinking what it could mean. |
| ***Teach:***  I’ve brought the story Froggy Plays in the Band, which is part of the Froggy series that so many of you know and love. In this book, Miss Martin repeats a certain phrase over and over again, and I want you to pay attention to this, because it’s important. Watch me as I think through this.  (Teacher turns to page 12.) I’m going to read page 12 out loud. (Teacher reads page 12 aloud.) Miss Martin says, “Don’t look left. Don’t look right. And DON’T STOP FOR ANYTHING!” The author put all of those words in capital letters in that sentence. That makes me think she meant it! (Turn to page 13) Look here, the teacher repeats it in all caps, “DON’T STOP FOR ANYTHING!” (Teacher reads aloud page 13.) I see why she shouts that part. It’s because someone will crash into them if they look left or right.  (Turn to page 17) Look boys and girls…here they are practicing again with Miss Martin and it says again, “Don’t look left. Don’t look right. And DON’T STOP FOR ANYTHING!”  (Turn to page 19) Here it says, “But Froggy didn’t look.” Even when his dad was shouting at him.  (Turn to page 21) Here it says his mother was calling to him with a camera, but Froggy didn’t look.  On page 22, Froggy is thinking to himself, and the phrase is repeated again, “Don’t look left. Don’t look right.” (Turn to page 23) On page 23 there is a big accident and everyone piles on top of Froggy.  This is funny because I think the author was trying to make us predict that something was going to happen in the end. Remember, good readers pay attention when something keeps happening, because they know that the author is trying to tell them something. Then they ask what it could mean. In this case, the author kept repeating, “Don’t look left. Don’t look right. And DON’T STOP FOR ANYTHING!” He was setting us up to think that maybe the band would fall on Froggy, and it happened! |
| ***Active Involvement:***  (Teacher pulls out the book The Little Red Hen)  We’ve all read this book, right? Well, now you and your partner are going to get a chance to practice this new strategy. Remember, good readers pay attention when something keeps happening, because they know that the author is trying to tell them something. Then they ask what it could mean.  I want you to talk to your partner about this book, The Little Red Hen. In it, there is a phrase that keeps getting repeated again and again. (Teacher open to pages where the little red hen keeps repeating “Who can help me?” and animals keep saying, “Not I.” ) I’m going to read a few pages of this book. While I read, listen carefully for anything that repeats. It could be an action or a phrase that a character says. (Teacher reads pages aloud.)  Okay, talk with your partner about what you noticed. Remember readers understand the central message of the author by noticing what happens again and again in the story and thinking what it could mean. Tell you partner what you notice is repeating and what you think it means.  (Partners discuss this section of the story. Teacher listens in.)  I heard Maribel tell Marisol that the repeated part was when the little red hen kept asking, “Who can help me?” and the animals kept saying, “Not I.” They decided that the central message of the story is that when someone needs our help, maybe we should help them instead of giving excuses . Everyone did a nice job remembering that readers understand the central message of the author by noticing what happens again and again in the story and thinking what it could mean. |
| ***Link:***  Today we learned that it is important to pay attention when authors repeatedly bring things up in stories. Sometimes it’s an action, sometimes it’s a phrase, and sometimes it’s an object. The reason it’s important to pay attention to these things is because they usually mean something, or give you clues to what might happen.  In just a moment you are going to go read in your book clubs. While you are reading and discussing your books, you might notice things that keep coming up. When this happens, you can write down your thoughts on post-it notes, so that you can discuss what it might mean later with your group. Okay, off you go to read! |
| ***Mid-Workshop Teaching Point:***  Pay attention as you’re reading. Sometimes an author continues to bring in objects or character actions to the story and they end up being symbolic to the meaning behind the story. |
| ***Share:*** |