**Unit 9 Table of Contents**

*Social Issues Book Clubs*

|  |  |
| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards) | 3-4 |
| * [Unit 9 at a Glance](#ataglance) | 5-7 |
| * [English/Spanish/Russian Monthly Planner](#calendar) | 8-9 |
| * [Assessment Checklist](#assessmentchecklist) | 10 |

|  |  |  |
| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers put on lenses that allow them to see social issues as they thread through books, movies, and life by Reading critically. | 11-12 |
| [Lesson 2](#lesson2) | Readers discuss their thinking on an issue with other readers, by talking about issues of fairness and unfairness in a book.  Los lectores discuten sus pensamientos de una cuestión social con otros lectores, al hablar de si es justo o injusto. | 13-14 |
| [Lesson 3](#lesson3) | Readers don’t just identify the issue but also follow that by asking “Do we agree or disagree and why?” | 15-17 |
| [Lesson 4](#lesson4) | Readers can learn about issues in our world and in our life by studying the characters in our book closely. | 18-19 |
| [Lesson 5](#lesson5) | Readers try to understand the character’s reactions by deciding whether we agree or disagree and why | 20-21 |
| [Lesson 6](#lesson6) | Readers figure out what their book is REALLY about by marking and thinking about crucial scenes | 22-23 |
| [Lesson 7](#lesson7) | Readers learn about social issue in their books by noticing how characters react to situations in crucial scenes of the book | 24-25 |
| [Lesson 8](#lesson8) | Readers recognize that issues travel across many books, by making text-to-text connections | 26-27 |
| [Lesson 9](#lesson9) | Readers recognize that no book is about just one issue by finding multiple related issues in the same book | 28-29 |
| [Lesson 10](#lesson10) | Readers grow their understanding of real-world issues through nonfiction resources | 30-31 |
| [Lesson 11](#lesson11) | Readers make text-to-self connections by identifying which groups or groups they belong to | 32-33 |
| [Lesson 12](#lesson12) | Readers learn what the author is telling us about the issues that live in the book, by determining who has the power and who doesn’t | 34-35 |
| [Lesson 13](#lesson13) | Readers challenge texts that they are reading by asking “Am I OK with how this group is being represented? Does this fit with that I have seen in the world? (Does this fit with my life?)” | 36-37 |
| [Lesson 14](#lesson14) | Readers read nonfiction texts with social issues in mind by looking through the lens of our experiences and group identity to interpret and discuss the text | 38-39 |
| [Lesson 15](#lesson15) | Readers think critically about nonfiction text by pushing back against the author’s portrayal of an issue (including certain facts and omitting others). | 40-41 |
| [Lesson 16](#lesson16) | After finishing their book, readers think about the characters in their books by asking, “Could we have realistically done anything to change life for this character? What constraints would have to change to make a difference? | 42-43 |
| [Lesson 17](#lesson17) | Readers continue their understanding of social issues by reading another non-club book through the lens of the issue they’ve been studying and discussing with their book club members | 44-45 |
| [Lesson 18](#lesson18) | Readers become invested in social issues by proposing solutions to issues and creating action projects to help solve some of these issues | 46-47 |
| [Lesson 19](#lesson19) | Readers carry their critical lens to their daily lives by reflecting on their ideas for social issues | 48-49 |
| [Lesson 20](#lesson20) | Readers use their knowledge to effect change by finding information and examples in what they read that will help them make their action plans come to fruition | 50-51 |

***Grade 3 Reading Unit 9***

***Unit of Study Planning Template***

|  |
| --- |
| **Unit:** Social Issues Book Clubs |

|  |  |
| --- | --- |
| **Goals:**  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Reading can teach us about issues that exist in our world and in our lives. * Reading with a lens and talking back to the text. * Bringing our lenses to our world. |

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

|  |  |
| --- | --- |
| **Standards:** | * 3.RI.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.RI.6 Distinguish their own point of view from that of the author of a text. * 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 other with care, speaking one at a time about the topics and text under discussion). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

|  |  |
| --- | --- |
| **Key Vocabulary:** | * Social issue/ cuestión social (problema?) * Conflict / conflicto * Point of view / punto de vista * Crucial scenes / escenas cruciales * Article / artículo * Lens / lente * Topic / tema * Resolution / resolución * Solution / solución |

|  |  |
| --- | --- |
| **Anchor Texts:** | *Ruby Bridges*  *The Great Kapok Tree*  *Poppy*  *Amber Brown*  *One Green Apple*  *Nonfiction on topics: civil rights, climate change, endangered species, etc.*  *Because of Winn Dixie* |

|  |  |
| --- | --- |
| **Other Resources:** | Articles, videos, etc. |

|  |  |  |
| --- | --- | --- |
| **Assessment:**  *(Including CCSS performance task.)* | *FORMATIVE*   * Checklist, running records, etc. * Graphic organizers regarding social issue, character’s conflict and response | *SUMMATIVE*   * Social issues * research project, * letters written * action plan |

List of social issues: (refer to readingandwritingproject.com)

Unit of Study At A Glance Planner

|  |  |  |  |
| --- | --- | --- | --- |
| **UNIT 9** Social Issues Book Clubs | | | |
| **GOAL:**  **Reading can teach us about issues that exist in our world and in our lives.** | **GOAL:**  **Reading with a lens and talking back to the text.** | **GOAL:**  **Bringing our lenses to our world** | **GOAL:** |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * 3. RML.9-1 Readers put on lenses that allow them to see social issues as they thread through books, movies and life by reading critically. Pg. 142, 145, 151 * \*MWTP: Looking through other peoples lenses, not just our own. Pg. 145, 151 * \*Teaching Share: Social issues can be found in our own writing. (Being fair, BIG problems) Pg. 145, 151 * 3. RML.9-2 Readers bring what they are thinking with other readers by talking about issues fairness and unfairness in a book. P. 151 * 3. RML.9-3 Readers don’t just identify the issue but also follow that by asking “Do we agree or disagree and why?” P.151 * \*MWTP: Find articles that teach facts about the issue P. 147, 151 * 3. RML.9-4 Readers can learn about issues in our world and in our life by studying the characters in our book closely. P.146, 152 * \*MWTP: Character’s problems may or may not be connected to their desire P.146, 152 * Teaching Share: Readers collect evidence of the issue on an index card P. 146, 152 * 3. RML.9-5 Readers try to understand the character’s reactions by deciding whether we agree or disagree and why?   P. 146,152   * \*MWTP: Readers evaluate the characters point of view by walking in the character’s shoes, what we would have felt, or choices we would make. * 3.RML.9-6 Readers figure out what their book is REALLY about by marking and thinking about crucial scenes. P. 153, 145. * 3.RML.9-7 Readers learn about social issues in their books by noticing how characters react to situations in crucial scenes of the book. P. 152, 145, 146. * 3.RML.9-8 Readers recognize that issues travel across many books, by making text-to-text connections. P. 153, 146. * 3.RML.9-9 Readers recognize that no book is about just one issue by finding multiple related issues in the same book. P. 153, 146. * 3.RML.9-10 Readers grow their understanding of real-world issues through nonfiction resources. P. 153, 147. | * 3.RML.9-11 Readers make text-to-self connections by identifying which group or groups they belong to. P. 153-154, 147. * 3.RML.9-12 Readers learn what the author is telling us about the issues that live in the book, by determining who has the power and who doesn’t. P. 154, 148. * 3.RML.9-13 Readers challenge texts that they are reading by asking “am I OK with how this group is being represented? Does this fit with what I have seen in the world (does this fit with my life)? P. 154, 148. * 3.RML.9-14 Readers read nonfiction texts with social issues in mind by looking through the lens of our experiences and group identity to interpret and discuss the text. P. 154, 148. * 3.RML.9-15 Readers think critically about nonfiction text by pushing back against the author’s portrayal of an issue (including certain facts and omitting others). What is the author’s point of view? What’s mine? P. 155, 148. | * 3.RML.9-16 After finishing their book, readers think about the characters in their books by asking, “Could we have realistically done anything to change life for this character?” “What constraints would have to change to make a difference?” p. 155, * 3.RML.9-17 Readers continue their understanding of social issues by reading another non-club book through the lens of the issue they’ve been studying, and discussing with their book club members. P. 155, 149 * 3.RML.9-18 Readers become invested in social issues by proposing solutions to issues and creating action projects to help solve some of these issues p. 155, 149. * 3.RML.9-19 Readers carry their critical lens to their daily lives by reflecting on their ideas for social change. p.149, 156. * 3.RML.9-20 Readers use their knowledge to effect change by finding information and examples in what they read that will help them make their action plans come to fruition. P. 156, 150. |  |

|  |  |  |
| --- | --- | --- |
| **WORKSHOP CALENDAR FOR:** | **Grade 3 Reading Unit 9** |  |
| **Unit of Study: Unit 9** | Social Issues Book Clubs |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 3. RML.9-1 Readers put on lenses that allow them to see social issues as they thread through books, movies and life by reading critically. Pg. 142, 145, 151 | 3. RML.9-2 Readers bring what they are thinking with other readers by talking about issues fairness and unfairness in a book. P. 151 | 3. RML.9-3 Readers don’t just identify the issue but also follow that by asking “Do we agree or disagree and why?” P.151 | Choice Day | 3. RML.9-4 Readers can learn about issues in our world and in our life by studying the characters in our book closely. P.146, 152 |
| Choice Day | 3. RML.9-5 Readers try to understand the character’s reactions by deciding whether we agree or disagree and why?  P. 146,152 | 3.RML.9-6 Readers figure out what their book is REALLY about by marking and thinking about crucial scenes. P. 153, 145. | 3.RML.9-7 Readers learn about social issues in their books by noticing how characters react to situations in crucial scenes of the book. P. 152, 145, 146. | 3.RML.9-8 Readers recognize that issues travel across many books, by making text-to-text connections. P. 153, 146. |
| 3.RML.9-9 Readers recognize that no book is about just one issue by finding multiple related issues in the same book. P. 153, 146. | 3.RML.9-10 Readers grow their understanding of real-world issues through nonfiction resources. P. 153, 147. | 3.RML.9-11 Readers make text-to-self connections by identifying which group or groups they belong to. P. 153-154, 147. | 3.RML.9-12 Readers learn what the author is telling us about the issues that live in the book, by determining who has the power and who doesn’t. P. 154, 148. | Choice Day |
| 3.RML.9-13 Readers challenge texts that they are reading by asking “am I OK with how this group is being represented? Does this fit with what I have seen in the world (does this fit with my life)? P. 154, 148. | 3.RML.9-14 Readers read nonfiction texts with social issues in mind by looking through the lens of our experiences and group identity to interpret and discuss the text. P. 154, 148. | *Choice Day* | 3.RML.9-15 Readers think critically about nonfiction text by pushing back against the author’s portrayal of an issue (including certain facts and omitting others). What is the author’s point of view? What’s mine? P. 155, 148. | 3.RML.9-16 After finishing their book, readers think about the characters in their books by asking, “Could we have realistically done anything to change life for this character?” “What constraints would have to change to make a difference?” p. 155, |
| 3.RML.9-17 Readers continue their understanding of social issues by reading another non-club book through the lens of the issue they’ve been studying, and discussing with their book club members. P. 155, 149 | 3.RML.9-18 Readers become invested in social issues by proposing solutions to issues and creating action projects to help solve some of these issues p. 155, 149. | 3.RML.9-19 Readers carry their critical lens to their daily lives by reflecting on their ideas for social change. p.149, 156. | 3.RML.9-20 Readers use their knowledge to effect change by finding information and examples in what they read that will help them make their action plans come to fruition. P. 156, 150. | Choice day/wrap up day |

**Unit of Study Assessment Checklist**

Unit 9: Social Issues book clubs

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 3.RI.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.RI.6 Distinguish their own point of view from that of the author of a text. | **3.SL.1 (a)(b)(c)** | | | |
| Name | ML 12-- Determine who has the power and who doesn’t. | ML 13—Is this a fair representation of what I have seen in the world? | ML 1—Determine the social issue in the source (book, movie , life) | ML 4—Describing subject’s traits by key decisions they make, in reaction to issues they face. | ML 16 – Determine the author’s point of view? What’s mine? | Come to discussion prepared. | Follow agreed-upon rules. | Ask questions to check understanding of information. Link comments to the remarks of others |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

* = Beginning √= Developing X= Secure

|  |
| --- |
| **Unit 9 Mini Lesson 1** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading Can teach Us About Issues that Exist in the World and in Our Lives |
| **Teaching point:** | Readers put on lenses that allow them to see social issues as they thread through books, movies, and life by Reading critically. |
| **Catchy Phrase** | “What’s your issue?” |
| **Text:** | Poppy, by Avi |
| **Standard** | 3RL.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. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** Boys and girls, in our last unit we had the opportunity to read lots and lots of biographies. In all of our biographies the subjects had struggles they had to overcome. When they struggled, and faced difficult problems and decisions, they were able to change something in the world! After we read these biographies we saw that these people were able to teach us lessons about how to live our own lives. For example, when we read the story about Ruby Bridges we saw that she was able to help end segregation. Imagine! She was only six years old! She was only in the first grade! She taught us that segregation is wrong! The lesson we learned for our own lives is that it’s important to treat all people equally.  Readers, when we read any kind of book – fiction as well as non-fiction – we see that the characters in these stories also have to face problems. Perhaps they are lonely. Perhaps they are being bullied. Maybe they don’t have enough to eat, and are hungry. We began talking about these problems that people have to face in their lives sometimes. We called these problems “social issues” (refer to chart). When we start seeing the social issues characters have to face in stories it’s like we put on special lenses – like special glasses - to understand the characters much better. When we read for social issues we understand people in books, movies, and in our world. |
| ***Teach:***  Lately we’ve been reading the novel Poppy. In this novel there are two main characters – Poppy and Mr. Ocax. When we came up with a list of powerful adjectives to describe Mr. Ocax, we said he was *cruel*, *vicious*, and *powerful*. He has the power of live and death over Poppy and her family! If Poppy were here right now, we would ask her, “Poppy, what’s your issue?” She might say her issue is Mr. Ocax’s terrible bullying of her and her family! She might say another issue is that her own father doesn’t understand her, so not only does she have to fight Mr. Ocax she also has to fight the ideas of her father! Poppy is not as strong as Mr. Ocax. She is not as powerful as Mr. Ocax. She has to use all of her intelligence to find a way to save her own life and the life of her family again this terrible bully. |
| ***Active Involvement:***  What I would like you to do now is to read silently this list of social issues that we came up with the other day. I will read them out loud. As I do, I want you to think if there is another issue that Poppy and her family have to deal with. Put on your special lenses. After I finish reading the list, I want you to close your eyes and remember the scene in the novel when this issue came up. |
| ***Link:***  With your partner, share the social issue you discover in Poppy. Talk with your partner about the scene where this issue came up, and how the characters reacted to it. Did this help you to understand the characters better? |
| **Mid-Workshop Teaching Point:** |
| **Share:**  I just had the opportunity to hear great sharing about other social issues in Poppy. I heard students talking about hunger – if Poppy and her family don’t move, they will starve. I heard other students talking about Poppy and the mice fearing porcupines and other animals because Mr. Ocax told them to.  Readers, from today and every day, whenever you see a movie, or read a book put on your special lenses. Ask a character, What is your issue? That way you will understand better how the characters thinks and acts better. |
| **Notes:** |
| **Materials**: Adjective chart; social issues chart you and students have previously brainstormed. |

**Unit 9 Mini Lesson 2**

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers discuss their thinking on an issue with other readers, by talking about issues of fairness and unfairness in a book.  *Los lectores discuten sus pensamientos de una cuestión social con otros lectores, al hablar de si es justo o injusto.* |
| **Catchy Phrase** | Is it fair or unfair? Why? ¿Es justo o injusto? ¿Por qué? |
| **Text:** | *The Story of Ruby Bridges* |
| **Standard** | 3.RL 1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we talked about looking for social issues in our books. These are issues that affect us and other people in our daily lives. Today we are going to start thinking and talking more about those issues and the first question will be about fairness. Is this issue about something unfair? When we read, we’ll ask ourselves, **“Is it fair or unfair?”** |
| ***Teach:***  *Demonstration (5-6 minutes)*  Let me show you what I mean. Remember reading *The Story of Ruby Bridges?* I’m going to first ask “What’s the issue here?” There can be lots of social issues that affect people’s lives in one book but one big issue in this story is that some people didn’t think that Ruby should go to a “white” school because she was African American. This was a big social issue for many people during that time, because lots of African American, or black people couldn’t go to many places that were for “whites only.” Many white people wanted to keep it that way.  So now that I picked out a social issue in this story, I’m going to get ready to talk about it with my group. The question I ask is “**Is it fair or unfair?”** Hmmm. I don’t think it’s fair to try to keep black kids from going to school with white kids because I know that both should be able to get the same education. I also remember from other books about Martin Luther King and Rosa Parks that the schools for African American kids weren’t as good. And I think that black kids and white kids should be able to play together and learn together just like we do here at school. If they were in separate schools that couldn’t happen. So I think it’s unfair.  Now I need to tell my partners about it. Remember, **readers discuss their thinking on an issue with other readers, talking about fairness and unfairness.**  (Teacher pulls up a group of students in a “fishbowl” demonstration. Let’s pretend that we are a group and we’ve been reading *The Story of Ruby Bridges.* It’s my turn to talk about one of the issues in this book. Watch how I explain what the issue is, whether or not it’s fair, and why. (Teacher addresses the group). “I think an issue in this book is that the white people didn’t want Ruby to go to a white school because she was black. I don’t think that’s fair because I think black kids and white kids deserve to get the same good education and I think they should be allowed to play and learn together in school.” Do you see how I said what the issue was, I said that I didn’t think it was fair, and why? That’s what you’re going to do, because **readers discuss their thinking on an issue with other readers, talking about fairness and unfairness.** |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  OK, now you’re going to give it a try. We’re going to find another issue in this story. Not only did these white people try to keep Ruby from going to school with white kids, they were super mean about it! They yelled at her, chanted mean things, and waved signs that said things that weren’t respectful at all.  I want you all to think to yourself, **Is that fair or unfair? Why?** Now |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

**Unit 9 Mini Lesson 3**

|  |  |
| --- | --- |
| **Unit of Study:** | **Social Issues Book Clubs** |
| **Goal:** | **Reading can teach us about issues that exist in our world and in our lives.** |
| **Teaching point:** | Readers don’t just identify the issue but also follow that by asking “Do we agree or disagree and why?” |
| **Catchy Phrase** | **I agree with the issue because… or I disagree with the issue bcause…**  **Estoy de acuerdo con la cuestión social porque… o No estoy de acuerdo con la cuestión social porque…** |
| **Text:** | The Great Kapok Tree by Lynne Cherry (Both familiar reads)  Oliver Button is a Sissy by Tomie dePaola |
| **Standard** | 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  3.RI.6 Distinguish their own point of view from that of the author of a text. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  *Boys and girls we have been learning a great deal about social issues. We have learned that when we look for social issues they are everywhere!*  *Well today I want to teach you that it’s not enough for readers to simply identify issues as we read. We must dig deeper, and also ask ourselves, ‘What does this book teach us about this issue?’ and then to follow up by asking, ‘Do we agree or disagree with what this book is teaching us about this issue?’*  *Because good readers don’t just identify the issue they ask ‘why Do I agree or disagree’* |
| ***Teach:***  *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Watch me as I first identify the issue an issue the book is trying to teach me, then I will follow up with an agreement or disagreement of the issue being taught.  Yesterday we read The Great Kapok Tree by Lynne Cherry. Hmm, what is the issue in this book?  This book teacher me the social issue of deforestation (that’s what cutting trees is called) is bad.  Now I’m going to think ‘What does this book teach me about this issue?’  Well in this book I learned that when we cut down a tree we are killing the habitat of many, many animals. Trees give us oxygen. No one cuts just one tree they usually cut many. When all the trees are gone they leave a desert behind. So I learned a lot about the destruction that is left behind when we cut down trees.  Now I’m going to think *‘Do I agree or disagree with what this book is teaching me about this issue?’*  *(Pause and think) I agree that deforestation is a VERY bad thing. The author Lynne Cherry gave me so many examples of the repercussions of deforestation.*  *Did you see how I first identified the issue. Then I stated what it taught me about the issue. Finally I wondered and shared if I agreed or disagreed with what the book is teaching me about the issue.*  *Remember, good readers don’t just identify the issue they ask ‘why Do I agree or disagree’* |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Now you give it a try.  Today I read Oliver Buttin is a Sissy by Tomie dePaola. First think. What is the issue in this book?  Turn and talk to your partner.  (Teacher listens in). Great I heard many if you say that an issue in this book is being pressured to be a certain way or different then your heart tells you.  Now think ‘What does this book teach me about this issue, the pressure to be a certain way?  Turn and talk to your partner. (Teacher listens in).  Sweet! I heard you say Oliver was happy to do things other boys didn’t like to do. He would dress up instead of play ball like his dad wanted him to do. He did tap even though the boys made fun of him. In the end even though he didn’t win the talent show his family loved him and even the mean bullies were nice to him.  Now, think *‘Do you agree or disagree with what this book is teaching you about this issue?’*  Turn and talk to your partner. (Teacher listens in).  *Nice, I heard you \_\_\_\_\_\_\_\_\_\_ say I that s/he agrees that we should not feel pressured to be a certain way, in the end being true to yourself is the only way to live.*  *I heard someone else say that you agree that we shouldn’t act different than what our heart tells us because it will all work out in the end.*  *Remember, good readers don’t just identify the issue they ask ‘why Do I agree or disagree’* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  Today and everyday when you are reading remember to think about the social issue or issues that pop up in your stories. Remember that simply identifying the issue is not enough. You have to think what the beek teaches you about the issue and finally you need to decide if you agree or disagree with what the book is teaching you about the issue.  Great off you go! |
| **Mid-Workshop Teaching Point:**  Readers can I stop you? The readers club did something that was so wise I thought we should all consider trying it. They uncovered a few issues in the book they are reading. But they wanted to learn more about those issues. So they grabbed a nonfiction article about one of those issues and taught each other facts about the issue they’ve been pondering. They then returned to their books and saw how this new nonfiction knowledge affected the way they understand the issues in their books. |
| **Share:** |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 4** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers can learn about issues in our world and in our life by studying the characters in our book closely. |
| **Catchy Phrase** | What’s the social issue? The social issue is…and I know because…  ¿Que es el problema? La cuestión social es…y lo se por que… |
| **Text:** | Previously read, Baseball Saved Us, by Ken Mochizuki, illustrated by Dom Lee  Leido previamente, El beisbol nos salvo, por Ken Mochizuki, illustrado por Dom Lee  The Giving tree by Shel Silverstein  El Arbol generoso por Shel Silverstein  Another previously read social issues book |
| **Standard** | RL.3.1 Ask and answer questions to determine understanding of a text, referring explicitly to the text as the basis for the answer |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Class, we have started to learn and talk about the social issues in our books. We have learned to identify them. We have talked about what it means to be fair and unfair. Today we are going to identify social issues in our story and answer the question “What’s the social issue?” but in order to be able to say “The social issue is…” we must collect evidence through our story. |
| ***Teach:***  *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Today you will watch me as I picture walk through the book *Baseball Saved Us* and collect clues to answer the question “What is the social issue?” We have read the story *Baseball Saved Us* before and in that story there were some big social issues. While I am picture walking I will take note of clues in my reading journal that I think will support my theory of the social issue in the book.  (teacher picture walks through the book, jots down notes of important clues)  (After walk through, teacher reads the notes and then asks “What the social issue? The social issue is… and I know that because…”)  See class as you are reading you will read little clues that support your theory.  Good readers ask “what’s the social issue?” and collect clues. |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Now it’s your turn to answer the question “what the social issue?” You will be using the book The giving tree. I will picture walk the book out loud and you will use your read journals to jot notes (evidence) about what you think is the social issue in the story.  (picture walk the book The giving tree)  Now in partners, I want you to answer the question “What is the social issue?” and make sure you have evidence to support it.  Partner with the longest hair will go first. Go ahead. (listen in on conversations)  Great work! I heard \_\_\_\_\_ say, The social issue is \_\_\_\_\_\_ and I know because\_\_\_\_\_. Excellent!  Now it’s the other partners turn. Go ahead. (listen in on conversations)  Awesome! I heard \_\_\_\_\_ say, The social issue is \_\_\_\_\_\_ and I know because\_\_\_\_\_.  Remember good readers ask “What the social issue?” and also have evidence to support it. |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  Today and every day when you are reading a story that you suspect might have a social issue, I want you to collect clues and be able to answer “what the social issue?” |
| **Mid-Workshop Teaching Point:** Character’s problems may or may not be connected to their desire. |
| **Share:** Readers collect evidence of the issue on an index card. |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 5** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers try to understand the character’s reactions by deciding whether we agree or disagree and why |
| **Catchy Phrase** |  |
| **Text:** | Previously read books  Papa who Wakes Up Tired in the Dark by Sandra Cisneros |
| **Standard** | RL.3.3 Describe characters in the story (Eg their motivations, traits, feelings) and explain how their actions contribute to the sequence of events. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we learned how to identify what the social issue in our book is by collecting evidence as we read. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  We’ve talked a lot about how characters actions show us what kind of people they are. But also characters’ actions can help us understand the issues. I can tell by reading the story that everyone was upset about the racism and discrimination towards them. I noticed that the characters all reacted differently.  The narrator’s brother Teddy speaks badly to his family and is disrespectful to his father. Good readers think about how characters react and they wonder if they agree or disagree with the character’s actions. I disagree with the way that he dealt with his anger. He took it out on his family.  I was also thinking a lot about the father and how he reacted to being forced into a camp. He decided to build a baseball field. Good readers think about how characters react and they wonder if they agree or disagree with the character’s actions. I agree with the father’s reactions even though it would be hard to do. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  I want you to think about the narrator of the story. Let’s look at this page (guard is watching him during the game). Turn to your partner and tell them how did he react and do you agree or disagree with his reaction?  (give partners time to share)  Now let’s look at this part during his baseball game outside the camp. The crowd is yelling at him, they’re calling him names and he is really nervous. Turn to your partner and talk about how he reacts to this situation and do you agree or disagree?  (give partners time to share) |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Now when you’re reading books in your social issues book clubs, be thinking about how your characters are reacting to their problems and think about whether you agree or disagree with their reactions. |
| **Mid-Workshop Teaching Point:** |
| **Share:** Readers collect evidence of the issue on an index card. |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 6** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers figure out what their book is REALLY about by marking and thinking about crucial scenes |
| **Catchy Phrase** |  |
| **Text:** | Previously read, Baseball Saved Us, by Ken Mochizuki, illustrated by Dom Lee  Another previously read social issues book |
| **Standard** | RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as basis for the answers |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Today I want to teach you that in addition to studying characters, another way we can think more deeply about social issues in our books is to pay attention to crucial scenes in our books. This book “Baseball Saved Us” isn’t really about baseball. It’s about how racism affected the lives of the characters. We can find pages and mark them to help consider how the issue is shown in these parts. We can notice how our characters react to the situations in these scenes and figure out what that teachers us about the issues that are present in the book. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  As I am looking back at this book I am noticing some crucial scenes that really explain well the issue of racism and how it affects people’s lives. On this page there is a scene that describes how difficult it is for people when they were removed from their homes and sent to internment camps. I’m going to mark this part with a sticky note. This shows me that there have been times that racism can change people’s entire lives.  Here’s another page I marked with a sticky note. This scene is really important because it shows how people’s personalities can be deeply changed by racism. The narrator says he’s never heard Teddy speak like that before. This lets the reader know that racism can change how people feel and act. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  (turn to page that shows them lined up outside camp)  Let’s look at this page. Turn to your partner take turns deciding if you think this is a crucial scene in this book.  Now use the sentence frame to think about how racism is shown in this part and what effect it has.  This is a crucial scene because it shows me how (social issue) (effect on people).  Readers figure out what their book is REALLY about by marking and thinking about crucial scenes |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  While you’re reading in your social issue book clubs, use sticky notes to mark what you think are crucial scenes that help you identify what the book is really about. Because this book isn’t really about baseball. It’s about how racism affected the lives of the characters. |
| **Mid-Workshop Teaching Point:** |
| **Share:** Readers collect evidence of the issue on an sticky note. |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 7** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers learn about social issue in their books by noticing how characters react to situations in crucial scenes of the book |
| **Catchy Phrase** |  |
| **Text:** | Previously read, Baseball Saved Us, by Ken Mochizuki, illustrated by Dom Lee  Another previously read social issues book |
| **Standard** | RL.3.3 Describe characters in a story (E.g. their traits, motivations or feelings) and explain how their actions contribute to the sequence of events |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we practiced going back and marking crucial scenes with sticky notes. We also have been working on thinking about characters’ reactions. Today we’re going to see how characters’ reactions in crucial scenes help us to better understand the character and the issue they are dealing with. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  We’ve talked a lot about how characters actions show us what kind of people they are. But also characters’ actions can help us understand the issues. I can tell by reading the story that everyone was upset about the racism and discrimination towards them. I noticed that the characters all reacted differently. That helps me understand how racism affects different people.  The narrator’s brother took his anger about the situation out on the people closest to him. I know this because on this page he speaks badly to his family and is disrespectful to his father. Good readers think about how characters react and they wonder if they agree or disagree with the character’s actions. I understand why the brother reacted that way. He was angry about being taken away from his house, his friends and his school. I disagree with the way that he dealt with his anger. He took it out on his family. His reaction helps me understand how racism affects people.  I was also thinking a lot about the father and how he reacted to being forced into a camp. The father in the story decided to find a way to make the situation better for his friends, family and himself, so he decided to build a baseball field to build community and give people something to do. Good readers think about how characters react and they wonder if they agree or disagree with the character’s actions. I agree with the father’s reactions even though it would be hard to do. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  I want you to think about the narrator of the story. Let’s look at this page (guard is watching him during the game). How did he deal with the anger he has about his family’s situation? Turn to your partner and tell them how did he react and do you agree or disagree with his reaction?  (give partners time to share)  Now let’s look at this part during his baseball game outside the camp. The crowd is yelling at him, they’re calling him names and he is really nervous. Turn to your partner and talk about how he reacts to this situation and do you agree or disagree?  (give partners time to share) |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Now when you’re reading books in your social issues book clubs, be thinking about how your characters are reacting to their problems and think about whether you agree or disagree with their reactions. Remember understanding the characters’ reactions help us to understand the social issue better. |
| **Mid-Workshop Teaching Point:** |
| **Share:** Readers collect evidence of the issue on an index card. |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 8** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers recognize that issues travel across many books, by making text-to-text connections |
| **Catchy Phrase** |  |
| **Text:** | Previously read, Thank You Mr. Falker  Polly  Baseball Saved Us  Ruby Bridges  Other previously read social issues book |
| **Standard** |  |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Social issues are issues that many people have faced and continue to face because these are common things that human beings have to go through. There are many books with these central issues. Readers recognize that issues travel across many books, by making text-to-text connections. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  When we read Ruby Bridges, we realized that racism in the United States affected the lives of many African American people. As we were reading Baseball Saved Us, I recognized that the characters faced the same kinds of racism and problems that Ruby Bridges faced. Good readers recognize that issues travel across many books, by making text-to-text connections. As I read Baseball Saved Us, I was constantly thinking about how it reminded me of Ruby Bridges, even though the characters were different, it happened in a different time period, they were different races, but they both faced the same problem, racism. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  I want you guys to think about the book we just read, Thank You Mr. Falker. I want you to think about when we read Polly. What connections can you make between the two texts?  (give students time to talk-they should bring up the issue of bullying)  Both (title/character) and (title/character) deal with the issue of \_\_\_\_\_\_\_\_\_\_\_\_\_. This helps me understand the issue of \_\_\_\_ better and how it affects people. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Good readers make text-to-text connections to help them understand themes and issues better. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 9** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers recognize that no book is about just one issue by finding multiple related issues in the same book |
| **Catchy Phrase** |  |
| **Text:** | Thank You Mr. Falker by Patricia Polacco  Papa who wakes up tired in the dark (Two Short Stories by Sandra Cisneros) |
| **Standard** |  |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  We have read so many different books about social issues. We’ve read about bullying, racism, fitting in etc. We’ve looked at making text-to-text connections between books and identifying what the issues are. Today we’re going to look deeper into our books because sometimes there are multiple issues within one book. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  There might be one or two main issues and a few smaller ones, but no one book is not just about one issues. Readers know that issues travel in packs, much like wolves. For example we might have spotted divorce in one book, and realized that another issue that goes with that is not fitting in, because if a character feels like her family is falling apart or if she feels like her family is different from other people’s she might also have an issue with not fitting in.  In this short story that we read “Papa…” the main issue the girl is dealing with is the death/loss of her grandfather. But also if you look at the second paragraph, there is the theme of the difficulty of being an immigrant and the fact that the little girl won’t be able to go to Mexico with the rest of her family. Another issue that this book deals with is the narrator’s worrying about her own father’s death. Sometimes there are multiple issues within one book. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  When we read Thank You Mr. Falker, we talked a lot about Trisha’s issue of being bullied. But that may not be the biggest or only issue that Trisha faces. There are several other issues in this book. Turn to your partner and take turn sharing. Look at our list of other possible social issues and see if you can think of a crucial scene where Trisha faces a different social issue other than being bullied.  (give students time to share-students should be brainstorming loss of grandparents, discrimination, fitting into the new school, isolation) |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Now when you’re reading in your social issues book clubs, besides the main issue you have determined in the book, try to see if you can think of other issues that also arise in your book. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 10** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers grow their understanding of real-world issues through nonfiction resources |
| **Catchy Phrase** |  |
| **Text:** | Previously read Fly Away Home by Eve Bunting  Home is Where we Live by [Jane Hertensten](http://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Jane+Hertensten&search-alias=books&text=Jane+Hertensten&sort=relevancerank)  (any other nonfiction text about homelessness-this was a google search!)  I Have a Dream Speech |
| **Standard** |  |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Today I want to encourage you to look outside of your chapter/fiction books and into nonfiction resources to deepen your understanding of the issues in the books you are reading. If we are to have a full and accurate picture of the issues we encounter in our books, we need to dip outside the fiction into real-life information. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  We just read the book “Fly Away Home”. We also just looked through the text “Home Is Where we Live” which tells about a young homeless girl’s experience living in a homeless shelter. After I saw the photographs from Home is Where We Live, I understood homelessness much better because it was about a real person and her real life experiences. Nonfiction can often help us understand these social issues at a deeper level because they’re about real people and these events really happened to them. I understand the social issue of homelessness better because this nonfiction text is about real people and real places and they happened in real life. Readers grow their understanding of real-world issues through nonfiction resources (such as articles, speeches, etc). |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  (have projected on screen I have a Dream Speech-short selection only)  What new understandings do you have about racism after reading this article? Turn to your partner and share how your understanding of racism has changed.  (give students time to share)  Readers grow their understanding of real-world issues through nonfiction resources |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  If you have been reading one type of text it would be a good time to start reading other types of nonfiction resources to deepen your knowledge of social issues that many people face. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 11** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading with a lens and talking back to the text |
| **Teaching point:** | Readers make text-to-self connections by identifying which groups or groups they belong to |
| **Catchy Phrase** |  |
| **Text:** | Previously read social issues books |
| **Standard** |  |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Readers, today I want to teach you that it’s not enough for us to stand outside our books looking in. Now that we have become experts on all sorts of issues that can live in our books, we want to look at our own lives, and the groups that we belong to, and then bring that sense of who we are to the books we are reading. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  I belong to a lot of groups, I’m a female, a teacher, a vegan, a dog-owner. All of these groups have rewards challenges. I am going to think about what it means to be a teacher. Some challenges of being a teacher are working long hours and not making a lot of money. Some rewards are my students growing and feeling like I’m making the world a better place. Some misconceptions are that people think we’re lazy because we get the summers off. Some issues that we teachers deal with are sometimes we’re thought of as not doing a good job. This helps me understand other teachers in the books I read.  When I think back to Thank You Mr. Falker, it made me feel that teachers actually do make a difference. I made a text-to-self connection. I know how hard he works and how much he must care about his student. Thinking about a group that I belong to help me understand the issues in that book. Good readers make text-to-self connections by identifying which groups or groups they belong to. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Now I want you to take a minute to think about what groups you belong to. Maybe they are similar to mine, some of you are female, or are a sister/brother, Latino, or maybe your groups are different. What does it mean to be a member of that group?  (give students time to share with their partner)  How does being a member of that group help you understand one of the books you have been reading in class? |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Now when you’re reading in your social issues book club, remember to make text-to-self connections. |
| **Mid-Workshop Teaching Point:**  Readers, some of you have already begun doing this, so I think it’s’ a good idea for everyone to hear about it. In addition to thinking about the groups you belong to, you might also read with the lenses of the groups some of your club members belong to that you don’t typically consider. It’s another way to get a fresh perspective on the issue in the books you are reading. |
| **Share:** |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 12** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading with a lens and talking back to the text |
| **Teaching point:** | Readers learn what the author is telling us about the issues that live in the book, by determining who has the power and who doesn’t |
| **Catchy Phrase** |  |
| **Text:** | Previously read, Baseball Saved Us, by Ken Mochizuki, illustrated by Dom Lee  Thank You Mr. Falker |
| **Standard** |  |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we looked at how being a member of certain group helps you to understand the characters in your stories. Sometimes in society, certain groups seem to have more power than others, or even power over others. A lot of social issues happen when one group tries to have power over another group. We’ve seen that when we’ve talked about workers’ rights, civil rights and slavery. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Today I want to teach you that another way to read with a lens is to look at who has the power in a book. Which groups have the power? Which groups do not have the power? And what does this tell us about what the author is trying to teach us? Readers learn what the author is telling us about the issues that live in the book, by determining who has the power and who doesn’t.  We’ve been talking a lot about Thank You Mr. Falker. Going back to that book, we are going to look at who in that book has the power. The bully, Eric, has power over Trisha who is struggling with learning to read. She is always trying to avoid Eric and hiding from him to escape his taunting. The group with the power in this book is the bully. The group without power is Trisha, the one who is having a hard time. I think the author is trying to teach us about overcoming obstacles.  There is another group in the book and that is Mr. Falker who is the teacher. Mr. Falker has power over Eric the bully. He is able to make Eric stop taunting Trisha and he has the power to take Eric to the principal’s office. The group with the power is the teacher and the group without the power is the bully. I think the author is trying to teach us that there is someone that cares about her. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Today you are going to use this sentence frame and think about the book Baseball Saved Us. This book was about the US governments sending Japanese people to the internment camps where there were guards. Think about who has the power and who doesn’t have the power. What is the author trying to teach you?  “The group with the power is \_\_\_\_\_\_\_\_ and the group without the power is \_\_\_\_\_\_\_. I think the author is trying to teach us about \_\_\_\_\_\_\_\_\_.” |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Today when you’re reading in your social issues book clubs, think about if there is a group that has power or doesn’t have power. What is the author trying to teach you? |
| **Mid-Workshop Teaching Point:** |
| **Share:** Readers collect evidence of the issue on an index card. |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 13** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading with a lens and talking back to the text |
| **Teaching point:** | Readers challenge texts that they are reading by asking “Am I OK with how this group is being represented?” |
| **Catchy Phrase** |  |
| **Text:** | Fly Away Home by Eve Bunting |
| **Standard** | RL.3.6 Distinguish their own point of view from that of the narrator of those of the characters.  3.RI.6 Distinguish their own point of view from that of the author of a text. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  We have been working on looking at different social issues and how being a member of a group can change how a situation is viewed. Often times when we read, we go along with what the author has written. But we don’t always need to agree with it. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Today I want to teach you that readers can and should challenge the texts that we are reading. We can ask ourselves, “am I okay with how this group is being represented? Does this fit with what I have seen in the world? Is there something the author seems to want me to know about being a member of that group? Does this fit with my life? What kind of community is this? What causes people to act this way? What would happen in the character’s group was ‘flipped’, that is, if a girl character was a boy or a poor character was rich?” Would that change the person’s choices or actions? What does this say about what I believe? These questions are great lenses with which to read and talk about our books and the issues that are coming up.  In the book Fly Away Home, the author shows us the social issue of homelessness with a father and son living in an airport. As readers read, we should constantly question if we agree with the way the author portrays a character or a group of people. Some questions we might ask ourselves are “Does this fit with what I’ve seen in the world?” or “What is the author trying to help me understand about being homeless?” How are the characters’ lives different by being homeless?  Readers challenge texts that they are reading by asking “Am I OK with how this group is being represented?” |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Today I want you to answer these questions for yourself. Turn and talk to your partner. Answer these questions: Does the representation of homelessness in this book match the representation of homelessness in your life? Why would they be different?  (give students time to talk in partners)  What does the author want you to understand about the feelings and actions of homeless people?  (give students time to talk in partners)  How would their lives be different if they were members not of a homeless group but of a wealthy?  (give students time to talk in partners)  Readers challenge texts that they are reading by asking “Am I OK with how this group is being represented?” |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So remember, as you are reading today, be looking for places you can challenge the author’s representation of a group-does it match what you know and do you agree with it? |
| **Mid-Workshop Teaching Point:** |
|  |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 14** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading with a lens and talking back to the text |
| **Teaching point:** | Readers read nonfiction texts with social issues in mind by looking through the lens of our experiences and group identity to interpret and discuss the text |
| **Catchy Phrase** |  |
| **Text:** | Another previously read social issues book  Cesar Chavez |
| **Standard** | RI.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)* |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  We have been reading our fiction books critically for several days now. And alongside those books, we’ve been picking up non-fiction texts to add to our thinking and knowledge. Today I want to teach you another way that we can read non-fiction with issues in mind. We did this work earlier in the unit when we were first reading our novels. We realized that we could carry the whole of who we were, the groups we belonged to, the experiences we had, and look at how books depicted issues that are near and dear to our heart. We can do that same work with non-fiction. We can carry who we are as people and what we are aware of when it comes to certain issues and look to see what we can learn about a particular topic. For example, as a teacher, I read articles about education in the newspaper differently than my friend who is a chef. When we sit with our clubs and read the same non-fictions texts, we should be having different reading experiences because of the lives we’ve lived. And those different experiences won’t affect only our interpretations of the text, but also our conversations about the text.  Let’s look at this book here, Cesar Chavez. It says that he had to work in the hot sun for very long hours. If you have ever had to work in the field or you have family members that have worked in the field, you will have a very different understanding when you read this than someone who does not know what it’s like.  Readers read nonfiction texts with social issues in mind by looking through the lens of our experiences and group identity to interpret and discuss the text. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Think about the book about Cesar Chavez and talk to your partner about how your life or groups that you belong to would affect how you’re reading this text.  In my life I have experienced \_\_\_\_\_\_\_\_ so I understand because \_\_\_\_\_\_\_\_.  In my life I haven’t experienced \_\_\_\_\_\_ so I can learn more about (experience) by paying careful attention to the experience of others.  Readers read nonfiction texts with social issues in mind by looking through the lens of our experiences and group identity to interpret and discuss the text. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  As you’re reading social issues books, either fiction or nonfiction, readers make connections between themselves and the text to better understand social issues. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 15** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading with a lens and talking back to the text |
| **Teaching point:** | Readers think critically about nonfiction text by pushing back against the author’s portrayal of an issue (including certain facts and omitting others). |
| **Catchy Phrase** | What’s the author’s point of view? What’s mine? |
| **Text:** | Another previously read social issues book  Several nonfiction texts on the same social issue topic that are slightly different  For example-book on Trail of Tears, book on native Americans that includes section on rail of Tears, Andrew Jackson’s speech about relocation act |
| **Standard** | RI.3.6 Distinguish their own point of view from that of the author of a text |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we looked at non-fiction texts to help us get a better understanding of some of the social issues we have been reading about. We looked at one text and thought about how situations in our lives could help us understand the situation better. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Today I want to teach you that we might want to consider reading multiple sources of non-fiction on the same topic to get an even deeper understanding of the topic. We can share different sources with our club and all read different texts and then come together and share what we’ve learned, as well as discuss whether, based on our growing knowledge of an issue, we agree or disagree with each of the non-fiction texts we are reading. I can already hear some of you asking, “disagree with a non-fiction text? I thought everyone in a non-fiction text was factual. You can’t disagree with facts.” But today I want to teach you that just as we have learned we can push back against fiction authors’ portrayals of different issues of fiction, we can also push back against non-fiction author’s inclusion of certain facts or even the way they choose to write about those facts. For example, I might read an article that says, “beavers use their teeth to cut down trees to build dams.” Or I could read, “beavers ingeniously use their teeth to create vital dams that help them and other animals survive.” Or, yet another article might read, “beavers destroy trees to build dams that change the natural landscape.” Even though all the articles contain the same basic facts, the way the author is presenting these facts is still worth pushing back against.  In social studies we’ve been studying a lot about Native Americans and we’ve read a lot from the perspective of the Native Americans. Often the perspective changes depending on who is the author and what is the author’s perspective. Does the author have bias towards one group or another? I want to show you three different nonfiction sources about Native Americans. Take a minute to look it over because in a minute, you will be sharing with your partner. Do you agree with how the groups are represented by this author? Does knowing who wrote it change how you read the text? Readers gain a deeper understanding of a topic by reading multiple sources of nonfiction information about a topic. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  (hand out text selections, 1/3 of class gets each selection)  Turn and share with your partner (who should have a different text than you) if you agree or disagree with the way that author presented the issue.  I’ve read a lot about this topic and I agree with the way the author wrote about this issue because \_\_\_\_\_\_.  I’ve read a lot about this topic and I disagree with the way the author wrote about this issue because\_\_\_\_\_\_.  Readers think critically about nonfiction text by pushing back against the author’s portrayal of an issue (including certain facts and omitting others). |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So remember when you are reading non-fiction books, it’s okay to push back against the author’s portrayal of a social issue. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 16** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Bringing Our Lenses to Our World |
| **Teaching point:** | After finishing their book, readers think about the characters in their books by asking, “Could we have realistically done anything to change life for this character? What constraints would have to change to make a difference?” |
| **Catchy Phrase** |  |
| **Text:** | Fly Away Home by Eve Bunting  Ruby Bridges |
| **Standard** | RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we looked at reading multiple sources of non-fiction texts on the same topic. We learned that we can push back with what the author has written about an issue. We worked on distinguishing our point of view from that of the author. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Today I want to teach you that when powerful readers finish a book, we keep asking questions and thinking about our characters. We might find ourselves asking other readers, “Could we have done anything to change life for this character in this book? Would we have been able to do anything realistically? What constraint might we need to have changed to make a difference?”  Remember when we read “Fly Away Home”? That book dealt with homelessness. Good readers always think about themselves in relation to characters in the book. Could we have done anything to change the life of the father and son in that? When I was reading that, I was thinking about how sometimes there will be panhandlers on the street corners. I look and see if I have any money to put into their collection. I wonder if I was a person in the airport in this book, what could I have done to help change their lives? Would I have been able to do anything realistically to change their lives? I also wonder if I was there would I even have known they were there because they were so well hidden. That book really stuck with me. When I drive home on the highway and I see homeless people I wonder if there’s something I should do to help improve their lives.  After finishing their book, readers think about the characters in their books by asking, “Could we have realistically done anything to change life for this character? What constraints would have to change to make a difference?” |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Today think about the book Ruby Bridges. Imagine you lived in those times and an African American student was coming to your school in a time when that was a really big deal. Could you have done anything that would have changed Ruby Bridges life? What things would stand in your way from you being able to change their life? Turn and talk to your partner.  (give students time to share)  After finishing their book, readers think about the characters in their books by asking, “Could we have realistically done anything to change life for this character? What constraints would have to change to make a difference?” |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Today when you’re reading about social issues, think about if there is something you could’ve done to change that characters life and what things could have stood in your way. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 17** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers continue their understanding of social issues by reading another non-club book through the lens of the issue they’ve been studying and discussing it with their book club members |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Standard** | * 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 other with care, speaking one at a time about the topics and text under discussion). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we looked at ways that we could have helped the characters in our books, thinking about how we could have affected their lives and what obstacles would have possibly gotten in the way. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Today I’m going to teach you that everything you read (or watch on TV or listen to in music) has issues tucked inside. There are no special texts that do-this it’s the work we as readers do that makes the issues pop-out. We carry who we are and what we know to everything we experience, and we read it critically, with agreement, learn from it-or do all of the above! Today I’d like you to try something-I’d like you to think about choose one on your non-club books and read it today with the lens of some of the issues you’ve been studying and talking about in your club. It might help you to have your reading notebook out, your index cards from past books visible, and sticky notes ready for any big thoughts you might be having.  As you’re reading today, you are going to be thinking about some of the other social issues you’ve read about in your club books, or maybe some of the issues we’ve talked about in class. Do you see any of those issues tucked inside your independent reading book?  Here is a book we read together as a class last month. (show a previously read/well known read aloud, non-club book). Do you all remember when we read this book? This book was about (give brief summary to remind them). This isn’t a book we’ve been reading about social issues. But as I’m thinking about this book, now that I know so much about social issues, I think that this book DOES have a social issue in it. This book talks about (social issue) right here where it talks about (show example). |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Now I want you to try. Here is another book we have read together as a class in read aloud. I want you to use what you know about social issues and talk with your partner about what social issues you think arise in this book.  (give students time to share)  Great! I heard \_\_\_\_ say that he/she noticed the social issue of \_\_\_\_\_\_\_\_ in their book in the part where\_\_\_\_.  Great job noticing those social issues that aren’t as obvious but are tucked away and need a little bit of work to be seen. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So remember, as you are reading your non-club books today, be reading with the lens of the social issues we’ve been studying. Social issues can pop out anywhere if we are reading critically and looking for them! |
| **Mid-Workshop Teaching Point:** |
| **Share:** Ask for students to share a social issue that they saw “pop out” in their non-club book. |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 18** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers become invested in social issues by proposing solutions to issues and creating action projects to help solve some of these issues |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Standard** | * 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 other with care, speaking one at a time about the topics and text under discussion). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)* |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Today I want to teach you that book clubs can become so invested in the social issues in which we have lived that we are likely to find ourselves proposing solutions to those issues we discuss in our groups. We might continue to collect as much information on an issue as possible, looking at nonfiction texts, even jumping online to do some quick research. We might even decide to take action. For example, sometimes we raise money for a certain cause or do a “teach-in” for our peers, families, and/or teachers about a particular issue. We might write letters to the editor of a newspaper or propose guidelines for dealing with a certain social issue in our schools.  Something I really care about it is helping my students to treat all students, regardless of abilities, in a loving and respectful way. We’ve read books about students with difficulty reading (Thank You Mr. Falker) and students with disabilities. What I decided to do to help with that cause was to teach my students that all people have strengths and weaknesses. Readers become invested in social issues by proposing solutions to issues and creating action projects to help solve some of these issues. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Turn to your partner and discuss a possible social issue that you would be interested in finding a solution to.  (give students time to share)  Readers become invested in social issues by proposing solutions to issues and creating action projects to help solve some of these issues |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Today in your social issues book clubs, choose a social issue from the list that we have been discussing. Then, decide if your group wants to take action and what action you could take. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 19** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers carry their critical lens to their daily lives by reflecting on their ideas for social issues |
| **Catchy Phrase** |  |
| **Chart:** | This makes me think…  On the other hand…  This connects with…  I used to think….but now I think…  Some people think…but I think… |
| **Standard** | * 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  We have been talking this whole unit about how we can read critically to notice and identify the social issues in the books we are reading. We have looked at many different social issues and different ways that authors portray these issues both in fiction and non-fiction books. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Today I want to teach you that when we take a critical lens to our books, we find ourselves bringing the same lens to our daily lives. When this happens, we write about our new or changing observations of the world, sometimes writing descriptively and sometimes writing reflectively about our ideas for social change. We then let the writing we’ve done influence our reading – making us see the reading through our own thoughts and reflections.  We are going to look back at the notes that we have taken throughout our study of social issues. I want us to use our writing to help us thinking through our new ideas and maybe even some concerns we have about the issues we’ve been studying as we read our book club books.  I see at the beginning of our unit I was reading a book about divorce. I wrote here that\_\_\_\_\_\_\_\_\_\_\_\_. But I’ve read a lot more books about divorce since then. I used to think \_\_\_\_\_\_\_\_\_\_\_\_ but now I think\_\_\_\_\_\_\_\_\_\_\_\_. See what I did? I was able to look back at my notes and see how my thinking has changed about the social issue I’ve been studying.  Readers carry their critical lens to their daily lives by reflecting on their ideas for social issues |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Okay, now it’s your turn to try. I want you to look back at your notes from earlier in our unit. Turn and share with your partner how your thinking has changed during our study. Try to use one of these sentence starters from our chart.  This makes me think…  On the other hand…  This connects with…  I used to think….but now I think…  Some people think…but I think…  (give students time to share)  Great! I heard \_\_\_\_ say \_\_\_\_\_\_\_\_\_\_\_.  Readers carry their critical lens to their daily lives by reflecting on their ideas for social issues |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So remember, readers carry their critical lens to their daily lives by reflecting on their ideas for social issues |
| **Mid-Workshop Teaching Point:** |
| **Share:** Readers collect evidence of the issue on an index card. |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 9 Mini Lesson 20** |

|  |  |
| --- | --- |
| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in our world and in our lives. |
| **Teaching point:** | Readers use their knowledge to effect change by finding information and examples in what they read that will help them make their action plans come to fruition |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Standard** | * 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Today we come to the end of our unit on social issues. Now it doesn’t mean that you are done learning about social issues. With all the critical thinking you have been doing, I am guessing that as you go out into the world you are going to start noticing social issues all around you. Some of them might not seem as important to you as others. But often times, when someone is very passionate about a social issue, even kids like you, they are able to effect great change. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Today I want to teach you that readers can use our knowledge to effect change. Throughout history, people who were well read allowed their reading lives to inspire them to take action for a cause. They then turned to reading again to gather the tools they needed to take the actions they thought would make the biggest changed. We can do that today. We can use our reading to find information and examples that will help us make our action plans come to fruition.  Bullying is a social issue that we have discussed and read about. It’s a social issue that is dear to my heart, because I have been bullied before in my life. After reading several of the books that we’ve read about bullying I’ve seen different ways that people fought against bullying and I think I’d like to do something to help stop bullying and help people who have been bullied. Hmm, I can think of \_\_\_\_\_\_ book when \_\_\_\_\_ stood up to the bully to help out her friend. I like that idea but I think that might be hard to do. I bet I could find another idea in a different book. Let’s look through these other books we have here about bullying. Oh, look at this one, \_\_\_\_\_\_\_\_. Here it says that several friends joined together to stand up to the bully. I like that idea. I wonder if there was a way that my friends and I could start a bully patrol to help kids during recess who are being bullied. I know from all the books we read that often times bullies will stop if they are confronted. That would be something I could do to help! Readers use their knowledge to effect change by finding information and examples in what they read that will help them make their action plans come to fruition |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Now it’s your turn to try. Think of a social issue that you have been reading about that you are passionate about. What is something you could do to help make a positive change? Think about the books we’ve been reading. What ideas could they help you with? Turn to your partner and share an idea that you have.  (give students time to share)  Great, I heard \_\_\_\_\_\_ share their idea about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. We have read lots of different books about that. Did any of them give you helpful information to help your action plan come to fruition? |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So remember, readers use their knowledge to effect change by finding information and examples in what they read that will help them make their action plans come to fruition. |
| **Mid-Workshop Teaching Point:** |
| **Share:** Readers collect evidence of the issue on an index card. |
| **Notes:** |
| **Materials**: |