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*Historical Fiction: Tackling Complex Texts*

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***Grade 4 Reading Unit 5***

***Unit of Study Planning Template***

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| Unit: Historical Fiction Tackling Complex Texts |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | Goal 1: Tackling complex texts in the company of friends  Goal 2: Interpreting complex texts  Goal 3: Becoming more complex because we read |

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

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| Standards: | 4.RL.1 Ask and answer questions about key details in a text.  4.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  4.RI.1 Ask and answer questions about key details in text.  4.RI.2 Identify the main topic and retell key details of a text.  4. RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  4.RI.5 Know and use various text features (e.g.,headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  4.RI.8 Identify the reasons an author gives to support points in a text.  4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  4.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  4.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).  4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade topics and texts, building on others’ ideas and expressing their own clearly.  a. 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.  b. Follow agreed-upon rules for discussions and carry out assigned roles.  c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  4.SL.3 Identify the reasons and evidence a speaker provides to support particular points |

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| Key Vocabulary: | settings, plot, passage of time, moment in time, past, present, future, timeline, history, historical fiction, character motivation/behavior, connections, perspective, interpretation, compare, contrast, theme |

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| Anchor Texts: | *Little House on the Prairie series, American Girls series, Magic Treehouse series, Sarah Plain and Tall, Number the Stars, Rose Blanche, Follow the Drinking Gourd, Behind the Bedroom Wall, Roll of Thunder Hear My Cry* |

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| Other Resources: |  |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE* | *SUMMATIVE* |
|  | Assessment checklist, running records, anecdotal records |  |

At A Glance Planner

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| Unit 5: Historical Fiction: Tackling Complex Texts | | |
| **GOAL: 1**  Tackling complex texts in the company of friends | **GOAL: 2**  Interpreting Complex Texts | **Goal: 3**  Becoming more complex because we read |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers pay attention to what the setting looks and feels like by paying close attention to the setting’s physical details and emotional atmosphere.   4.RML.5-1   * Readers take care of relationships within their reading clubs by making sure each member feels a part of something important, and feels supported by the group.   4.RML.5-2   * Readers keep track of the who, what, where, when, and why of the book by sorting the information on a mental bulletin board.   4.RML.5-3   * Readers are aware that time is one of the elements in the story by recognizing it takes place in the present, but also may include events that have already occurred.   4.RML.5-4   * Readers understand a character by knowing not only the character’s personal time line but also the historical time line and how they intertwine.   4.RML.5-5   * Readers understand the decisions that characters make by keeping in mind that the character’s behavior is shaped by what is happening in the world in which the character lives.   4.RML.5-6   * Readers trust they’ll learn something important, even when the action slows down, by continuing to closely read the details and not “run ahead alone”.   4.RML.5-7 | * Readers bring their own meaning to the story by letting the different parts of the story reverberate in their lives.   4.RML.5-8   * Readers let a bigger idea about what they are reading grow in their minds by pausing to ponder what they read.   4.RML.5-9   * Readers support their big ideas by keeping track of details that support those ideas.   4.RML.5-10   * Readers develop their ideas by looking at the upcoming text through “special lenses”.   4.RML.5-11   * Readers allow their thinking to be changed by being open to new ideas.   4.RML.5-12 | * Readers acquire a new way of seeing and thinking by “seeing” a story through the perspective of the main character as well as other characters.   4.RML.5-13   * Readers adjust their interpretations by drafting and revising their thoughts as they read.   4.RML.5-14   * Readers find huge meanings in books by determining who has power, what forms it takes, and how power changes.   4.RML.5-15   * Readers get new ideas about their novels by reading nonfiction- related to their novel.   4.RML.5-16   * Readers realize ideas from one text are sometimes found in other stories by comparing and contrasting multiple books with the same theme.   4.RML.5-17   * Readers compare a story or character to another story or character by making allusions.   4.RML.5-18   * Readers learn from the moments of choice that the characters face by thinking deeply about them and living differently because of them.   4.RML.5-19 |

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| **WORKSHOP CALENDAR FOR:** | **Fourth Grade Reading Unit 5** | Dates: Dec 13-Jan 30, 2013 |
| **Unit of Study: Unit 5** | Historical Fiction: Tackling Complex Texts |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  |  | 13  Readers pay attention to what the setting looks and feels like by paying close attention to the setting’s physical details and emotional atmosphere. 4.RML.5-1 | 14  Readers take care of relationships within their reading clubs by making sure each member feels a part of something important, and feels supported by the group. 4.RML.5-2 |
| 17  Readers keep track of the who, what, where, when, and why of the book by sorting the information on a mental bulletin board. 4.RML.5-3 | 18  Readers are aware that time is one of the elements in the story by recognizing it takes place in the present, but also may include events that have already occurred. 4.RML.5-4 | 19  Readers understand a character by knowing not only the character’s personal time line but also the historical time line and how they intertwine. 4.RML.5-5 | 20  No school | 21  No school |
| 1/7  No school | 1/8  No school | 1/9  Readers understand the decisions that characters make by keeping in mind that the character’s behavior is shaped by what is happening in the world in which the character lives. 4.RML.5-6 | 1/10  Readers trust they’ll learn something important, even when the action slows down, by continuing to closely read the details and not “run ahead alone”. 4.RML.5-7 | 1/11  Readers bring their own meaning to the story by letting the different parts of the story reverberate in their lives. 4.RML.5-8 |
| 1/14  Readers let a bigger idea about what they are reading grow in their minds by pausing to ponder what they read. 4.RML.5-9 | 1/15  Readers support their big ideas by keeping track of details that support those ideas. 4.RML.5-10 | 1/16  Readers develop their ideas by looking at the upcoming text through “special lenses”. 4.RML.5-11 | 1/17  Readers allow their thinking to be changed by being open to new ideas. 4.RML.5-12 | 1/18  Readers acquire a new way of seeing and thinking by “seeing” a story through the perspective of the main character as well as other characters. 4.RML.5-13 |
| 1/21  No school-Holiday | 1/22  Readers adjust their interpretations by drafting and revising their thoughts as they read. 4.RML.5-14 | 1/23  Readers find huge meanings in books by determining who has power, what forms it takes, and how power changes. 4.RML.5-15 | 1/24  Readers get new ideas about their novels by reading nonfiction- related to their novel. 4.RML.5-16 | 1/25  Readers realize ideas from one text are sometimes found in other stories by comparing and contrasting multiple books with the same theme. 4.RML.5-17 |
| 28  No school | 29  Readers compare a story or character to another story or character by making allusions. 4.RML.5-18 | 30 Readers learn from the moments of choice that the characters face by thinking deeply about them and living differently because of them. 4.RML.5-19 |  |  |

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| **Unit 5 Mini Lesson 1** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Tackling complex texts in the company of friends |
| **Teaching point *(Kid language!)*:** | Readers pay attention to what the setting looks and feels like by paying close attention to the setting’s physical details and emotional atmosphere. |
| **Catchy Phrase:** | Nothing that happens in a story is included accidentally. Readers are alert for clues about the setting as well as the tone and mood. |
| **Text:** | Rose Blanche by Roberto Innocente |
| **Chart(?):** | Box and Bullet |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or action.) |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** Boys and girls, yesterday we learned that the events in Historical Fiction stories are related to real historical events. Also, the events you read about happen in a time and place that we have never been in before. Historical fiction is wildly exciting with dramatic plotlines and adventurous characters. As you read, you will be lifted out of your ordinary life and into one of great adventure. Something important to know as you read is that *nothing that happens in a story is included accidentally. Readers are alert for clues about the setting as well as the tone and mood.* |
| ***Teach: (4-6 min. )***Rose Blanche by Roberto Innocente is a historical fiction book that I just read. When I started reading, I paid close attention to the details in order to determine the place and time of the story. I used the clues from the story to help me determine what kind of place it was- what the mood or atmosphere is.  Look at the pictures as I read this part of the story to you. (Show pics on document camera or hold book open.)  Some clues I found are; the small town in Germany is beginning to have trucks full of soldiers, there are crowded and dangerous streets with flags and swastikas on every building. I used my schema to remember what I know about wars. I know that a lot of people get killed. So I felt that the mood of the story was probably scary to the narrator, Rose.  (Teacher turns to pages \_\_\_). I’m going to read a part of this book to you so that I can show you how readers are alert for clues, about the physical setting, and are attentive to the tone and mood. Remember, *nothing that happens in a story is included accidentally. Readers are alert for clues about the setting as well as the tone and mood of the story.*  (Teacher reads aloud pages \_\_\_\_\_\_).  Teacher response : “ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”  I have created this chart to keep track of the clues in my story that help me determine the setting and mood. It will help when you are reading alone and when you’re talking with others in your book club about what you read. Watch as I write in the chart the word clues I used to determine the setting and mood.   |  |  | | --- | --- | | Setting (time and place) | Mood or Tone | |  |  | |  |  | |  |  | |
| ***Active Involvement:*** ( Teacher turns to page \_\_\_\_\_)  Now it’s your turn to practice using clues to determine the setting and mood. I’m going to do the reading for you, and after I read, you will have a chance to discuss with your neighbor this section. As I read remember, *nothing that happens in a story is included accidentally. Readers are alert for clues about the setting as well as the tone and mood of the story.*  *(Teacher read pages \_\_\_\_\_)*  *Now turn to your partner and takes turns discussing the setting and the clues you used to determine it.*  *Who would be willing to share what you talked about with your partner?* |
| ***Link:***  As you read today, make a box and bullet chart in your response journal and write down the clues the author used to help you determine the setting and the mood of the story. Remember, boys and girls, *nothing that happens in a story is included accidentally. Readers are alert for clues about the setting as well as the tone and mood of the story.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  *In a book club (if you have students reading the same book) or have a few students share with the class some clues they used to determine the setting or mood of their story.* |

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| **Unit 5 Mini Lesson 2** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Tackling Complex texts in the Company of Friends |
| **Teaching point:** | Readers take care of relationships within their reading clubs by making sure each member feels a part of something important, and feels supported by the group. |
| **Catchy Phrase:** | Every member needs to feel as though they are a part of the book club and that what they think and say matters. |
| **Text:** |  |
| **Chart(?):** | Make a chart with sentence and question starters for students to use while they’re in their book clubs. (<http://www.lehman.edu/lehman/wac/PDF/SentenceStarters.pdf>) has great examples of statements which could be turned into questions. |
| **Standard:** | 4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** (have students come to the meeting area with one book they’re reading and sit next to their A/B partner)  This past summer I decided to join a running club. It was hard the first few weeks because I couldn’t even run a mile without stopping, I didn’t know anyone, and it seemed as though everyone was there with a friend or two. Eventually though, as people saw that I was coming back day after day, they started talking to me more and a few ladies asked if I wanted to be part of their small running group. Once I started running with this small group they made sure to encourage me to run a little farther each day and they were very supportive in my efforts. Soon, with their help, I was running one and a half then two and eventually three miles! I really don’t think I could have ever made it that far without all their support and helping me feel as though I really could run that far.  My point is this, every member of a club whether it’s a running club or a book club in this classroom - **Every member needs to feel as though they are a part of the book club and that what they think and say matters.**  So today, I’m going to show you how to be a good member of a book club. I’m going to show you how to be supportive of each other and how to ask questions that get everyone involved and feeling as though their thoughts, feelings, and what they say matters just as much as anyone else’s do. |
| ***Teach: (4-6 min. )*** (teacher brings up a few students and pretends that they, including teacher, are all members of a reading group – for this to work well, you probably want to have talked with the students and practiced a bit beforehand.)  So boys and girls (addressing class), I am going to be a fourth grader for a few minutes and these (students you’ve called to front to help you) are my book club partners. We are going to show you how good book club partners treat one another because, **Every member needs to feel as though they are a part of the book club and that what they think and say matters.** (teacher hands each student a copy of their “book club” text)  (student A gets it started) So Kim, what did you think about the way \_\_\_\_treated her friend \_\_\_\_\_ in chapter 3? (Student B, Kim, responds) Oh, I thought \_\_\_\_\_ wasn’t very nice to her friend, she shouldn’t have said that to \_\_\_\_\_. (Student C responds) I was thinking the same thing, Kim. I thought \_\_\_\_\_ because \_\_\_\_\_.  (students continue to have a conversation. Make sure the students also show how to disagree with something someone says but in a respectful manner. The idea here is to show students how to respectfully converse, ask questions of one another, and respectfully disagree.)  Now that you have seen this book club in action and how we all made sure that, **Every member needs to feel as though they are a part of the book club and that what they think and say matters,** it is now your turn to practice what we just showed you.  (if the students are sitting next to their A/B partner, you might have them partner up with another set of A/B partners so that there are 4 in a group) |
| ***Active Involvement:***  So boys and girls, because it is important that **Every member needs to feel as though they are a part of the book club and that what they think and say matters,** we are going to practice doing this using these conversation strips and the books you brought to the meeting area. Each strip has a statement or a question on it that you’ll use to practice making sure that every member of your book club feels as though what they say and feel matters. (teacher reads a few to give students an idea of what the strips say.) I’ll give you one of these and you’ll first practice with your partner, then with the other A or B partner. Remember, making sure each member feels a part of something important and feels supported by the group is very important. And we also need to make sure **Every member needs to feel as though they are a part of the book club and that what they think and say matters.**  (teacher gives each student a conversation strip and sets students up to practice. As students are practicing the teacher should listen to each group providing support and guidance where needed.)  Boys and Girls, I heard a lot of wonderfully supportive talk and I’m so excited to get our book clubs up and running in the next few days.  Conversation Strips: (these could be included on the chart but your chart should have more options/choices on it) What do you like most about the main character in this book? What is the setting of the book or the part you’re reading right now? What are some challenges that the character in this book are facing? Do you think you’d like the main character of this book if they were a student in this classroom? Why or why not? |
| ***Link:*** *(this might be a good time to share the pre-made chart of questions or statements that kids can refer to when they’re discussing books with a group or partners.)*  So as you read with a partner today, I want you to remember that it is very important to talk, discuss, and ask questions of your partner. Because we all know that, **Every member needs to feel as though they are a part of the book club and that what they think and say matters.** |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  Find a few partnerships that worked well with one another and demonstrated today’s lesson. Make sure you share/highlight what they did well and what you’d like the other students to do. |

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| **Unit 5 Mini Lesson 3** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Tackling complex texts in the company of friends |
| **Teaching point:** | Readers keep track of the who, what, where, when, and why of the book by sorting the information on a mental bulletin board. |
| **Catchy Phrase:** | The 5w and 1h questions - Who, what, where, when, why and how. |
| **Text:** | Rose Blanche by Roberto Innocente (Students own previously read book) |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or action.) |

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| **Mini Lesson: (**7-10 minutes total) *BB = Bulletin Board*  ***Connection:*** (in the days leading up to this lesson make a point of looking at, with your class, the Bulletin Boards or BBs, the different teachers have made outside their classrooms. Have a class discussion about why the teachers made the BB, what it’s showing or highlighting and why.) (you might also want to borrow a corkboard, if you don’t have one, and show students the various things posted on your BB. You could have the BB divided into sections. One section could have doctor or dentist appointment reminders, another could have a grocery list, another - people to call. Think of the various reasons/ways we use personal BBs)  (Have students bring a book they’ve read several times to the meeting area) Boys and girls, yesterday on our way back to the classroom from P.E., we stopped and looked at (teacher’s name) BB on the wall outside her/his classroom and we talked about why s(he) might be highlighting the work that’s out there.  Today I wanted to show you the bulletin board that hangs on my kitchen wall at home so, I brought it to school. (teacher picks up and shows it to the students) This BB is very important because it has important information on it. Some of these are reminders of things I need to do, like a doctor or dentist appointment. This is the grocery list I’ve started and these are all stickies with reminders of people I need to call. This stickie is a reminder of a birthday party Sarah is going to and the present we still need to buy.  Just as I have this BB in my kitchen to remind me of important things, good readers – you boys and girls, have BBs in your minds. I know that seems a bit strange but it’s true! Readers have BBs in their minds that help them keep track of all the important information they’re reading – so you don’t forget. |
| ***Teach: (4-6 min. )***  Today I’m going to show you how to practice using the BB in your mind. Remember, the BB in your mind helps you keep track of important information like the who, what, where, when, why and how of the stories you’re reading. **The 5w and 1h questions – who, what, where, when, why and how**. Think of these as stickies on your mind’s BB to help you keep track of this information. Readers, if you can ask yourself these questions and answer them all from using the BB in your mind, you’ll be able to keep track of the important information in the story.  To show you what I mean, I’m going to use this book, Rose Blanche (teacher holds book up so students can see the cover), to show you how I use the BB in my mind as I ask myself **The 5w and 1h questions – who, what, where, when, why and how.** Watch me as I do this: *Who* – A girl named Rose Blanche, *What* (did she do) – she snuck food to the kids in the camp, *Where* – in a small town in Germany, *When* – during the Nazi invasion during WWII, *Why* – because she felt bad and could see the kids were starving, *How* – she put most of the food in a napkin, put it in her pocket, and snuck it out of the house. |
| ***Active Involvement:***  Now it’s your turn to practice. Using the book you brought to the meeting area you’re going to practice telling your partner **The 5w and 1h questions – who, what, where, when, why and how.** (have students chant the catchy phrase) First I’ll give you a minute to practice by yourself then with a partner.  (as students are practicing by themselves the teacher should listen, providing support and guidance where needed.)  Good Job! Now I want you to turn knee-to-knee with your partner. “A” partner goes first (in my classroom the A partner is usually the student who is more capable or has better language or is willing to go first) and tell your partner **The 5w and 1h questions – who, what, where, when, why and how.**  That was excellent! As I walked around and listened to the partners tell **The 5w and 1h questions – who, what, where, when, why and how,** I saw Myranda keeping track of the questions by using her fingers to keep track of how many she’s said and how many more to go (index finger up for who, middle finger up next for what, ring finger up next for where …and so on). |
| ***Link:***  So when you read, not just today but every day, it is very important to remember that you have a Bulletin Board inside your mind that is there to help you keep track of all the important information you’re gathering from the books you read. And one of the important things to keep on that Bulletin Board are **The 5w and 1h questions – who, what, where, when, why and how.** These questions will help you remember the important information about any book you’re reading.  Practice this by yourself when you’re doing Read to Self and also practice when you do Read to a Partner. |
| ***Mid-Workshop Teaching Point*** |
| ***Share:*** |

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| **Unit 5 Mini Lesson 4** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Tackling complex texts in the company of friends |
| **Teaching point** | Readers are aware that time is one of the elements in the story by recognizing it takes place in the present, but also may include events that have already occurred. 4.RML.5-4 |
| **Catchy phrase:** | Readers are aware that time is one of the elements in the story that is often complex and recognize that the story takes place in the present but may include events that already occurred.  Los lectores saben que el tiempo es un elemento en el cuento que comunmente es complejo, y conocen que el cuento se desarrolla en el presente pero suele incluír eventos que ya ocurrierion. |
| **Text:** | Rose Blanche by Roberto Innocente |
| **Chart(?):** | Sequencing Graphic (district approved one)(use only top half of paper) |
| **Standard:** | 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character’s thoughts, words, or actions). |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Boys and girls, yesterday we worked on **The 5w and 1h questions – who, what, where, when, why and how.** Keeping this mental BB helps you keep track of what’s occurring in the book. Strong readers always keep track of: **The 5w and 1h questions – who, what, where, when, why and how.**  We began this unit on Historical fiction by teaching you about settings in a story. As you remember, a setting is very important in Historical Fiction. It’s the place where the story, or scene, happens. For example, if your life where to be written down in a book, your setting right now would be in Rm. (insert your room number) of (your school) Elementary school, in Woodburn Oregon, United States of America. For now that is, because you are sitting here and not in Africa or somewhere else.  Today, we’re going to focus on the element of time. Readers are aware that time is one of the elements in the story by recognizing it takes place in the present, but also may include events that have already occurred. |
| ***Teach:***  Today, we are going to understand that skilled readers read any complex story, and especially when we read historical fiction, we are aware that time is one of the elements in the story that is often complex. Specifically we are aware that the spotlight of the story is not continually on the “here and now”. Sometimes the story harkens back to events that have already occurred, earlier in the story or even before the story began. Such as a large event in history like Great wars, migrations, famines or economic depressions. It’s kind of like watching a movie or TV show and the character things back to a time when something else happened, that’s called a flashback.  Because, “Readers are aware that time is one of the elements in the story by recognizing it takes place in the present, but also may include events that have already occurred,” it is helpful to keep a graphic organizer like the one we use for sequencing. On a blank chart paper I’m going to show you how to do this using Rose Blanche by Roberto Innocente (Fill in part and leave the rest for active involvement)    *As you can see using this type of graphic organizer helps us see how time occurs. It’s kind of like a timeline for our story.* |
| ***Active Involvement:***  Now it’s your turn, think about the rest of the story, what events should we add?  (Think-Pair-Share)  Great, as I was listening \_\_\_ said \_\_\_, let’s add that to the chart. (Add a few more events)  Remember that, “Readers are aware that time is one of the elements in the story by recognizing it takes place in the present, but also may include events that have already occurred.” |
| ***Link:***  As you go off and read, pay close attention to the time that is occurring in your book, especially as the text gets more difficult, don’t wait for me to help you, try a strategy. You may even want to use your stickies or journal to create a sequence chart like we did today. Understand that, “Readers are aware that time is one of the elements in the story by recognizing it takes place in the present, but also may include events that have already occurred.” |
| **Mid-Workshop Teaching Point:**  Readers are aware that time is one of the elements in the story that is often complex and recognize that the story takes place in the present but may include events that already occurred. What events had occurred before or during the life of your main character in your book? How did those events impact the main character’s life? |
| **Share:**  Have some volunteers share out their findings. Help guide them to make the connections to the Historical timeline and their main character’s timeline if possible. |

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| **Unit 5 Mini Lesson 5** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Tackling complex texts in the company of friends |
| **Teaching point** | Readers understand a character by knowing not only the character’s personal time line but also the historical time line and how they intertwine. 4.RML.5-5 |
| **Catchy phrase:** |  |
| **Text:** | Rose Blanche by Roberto Innocente |
| **Chart(?):** | Sequence chart from lesson 4 (add to this chart using bottom half) |
| **Standard:** | 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character’s thoughts, words, or actions). |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  In the last lesson, we discussed that when skilled readers read any complex story, and especially when they read historical fiction, they are aware time is one of the elements in the story that is often complex. Specifically they are aware that the spotlight of the story is not continually in the here and now. Sometimes the story harkens back to events that have already occurred even before the story began. We used a sequence chart to help us see a timeline for our book, Rose Blanche by Roberto Innocente.  Today, we’re going to understand that, “Readers understand a character by knowing not only the character’s personal time line but also the historical time line and how they intertwine.” When we read historical fiction, we really need to focus not only on the story, but what is happening during that time frame, in order to really understand the story in depth. |
| ***Teach:***  As I am about to teach you, there are many timelines, especially in historical fiction. The main character has a timeline, a personal narrative or plotline of the things he/she does or experiences. This timeline can include anything that is specific to the main character, such as the main character’s first victory in a soccer game, or even losing their first tooth. These things are a part of the main character’s timeline. However, the character’s timeline is only a small strand in the big picture of historical events. Remember, Readers understand a character by knowing not only the character’s personal time line but also the historical time line and how they intertwine. To understand a character and his or her setting the reader must learn about the historical timeline pertaining to the setting of the main character.  Let’s grab our sequencing graphic organizer from yesterday. We’ve already created a kind of timeline here for our book, Rose Blanche by Roberto Innocente. Now let’s add one underneath this one, so that we can add historical timeline to help us better understand that, “Readers understand a character by knowing not only the character’s personal time line but also the historical time line and how they intertwine.”  (display yesterdays sequencing organizer and add to the bottom)  Sep 17 1939  WWII begins  March 20 1933  1st Concentration camp  1/30/1933 Adolf Hitler named Chancellor of Germany  April 1 1933 Boycott Jewish shops  This is the historical timeline of big historical events the encompasses the world that the character lives in, thus providing us with a setting full of emotions, influenced by those historical events. These two timelines are intertwined. See how they are intertwined, because of the concentration camps starting Rose saw all of the suffering that even kids had to go through and tried to help them. I now understand better Rose my character, because of what was happening around her. |
| ***Active Involvement:***  Now it’s your turn. Take a close look at these two timelines and make connections of how they are related to one another. How does knowing what is going on in Rose’s personal time line and the historical timeline help us understand her?  (Think-Pair-Share)  “Readers understand a character by knowing not only the character’s personal time line but also the historical time line and how they intertwine.”  Great, I heard \_\_\_ say \_\_\_. (When Rose saw that no one was suppose to shop at any Jewish shops, she probably didn’t understand why, and it made her wonder why the Nazi’s are being unfair to the Jews.) |
| ***Link:***  As you go off to read today in your historical fiction books, think about what is happening in the world during the time of your book. Try to make connections of how what is happening in the world affects their characters. Remember, “Readers understand a character by knowing not only the character’s personal time line but also the historical time line and how they intertwine.” |
| **Mid-Workshop Teaching Point:**  Students will need to read in their books or book clubs regarding their main character. They will need to start to develop an idea or an understanding of their character’s timeline and of the historical timeline. They may need to use post it notes or their reading journals to jot down notes about the key events they encounter in their reading. |
| **Share:**  Share something you discovered about your character’s timeline. |

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| **Unit 5 Mini Lesson 6** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Tackling complex texts in the company of friends |
| **Teaching point** | Readers understand the decisions that characters make by keeping in mind that the character’s behavior is shaped by what is happening in the world in which the character lives. 4.RML.4-6 |
| **Catchy phrase:**  *(Kid language!)***:** | Life is about cause and effect. This means that what we do, is sometimes due to something that happened. The decisions that we make often are shaped by what is happening in the world around us! Don’t forget that! |
| **Text:** | Rose Blanche by Roberto Innocente |
| **Chart(?):** | Chart of cause and effect relationships (district approved please) |
| **Standard:** | 4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  4.RL.5 Explain major difference between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  4.RL.6 Compare and contrast the point of view from which different stories are narrated including the difference between first- and third- person narrations. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  The past couple of lessons have been all about timelines. As you learned, a timeline is a set of events that have occurred, chronologically that is. Chronological means in order. Remember that “Readers understand a character by knowing not only the character’s personal time line but also the historical time line and how they intertwine.”  Today our goal is to understand and practice that, “Readers understand the decisions that characters make by keeping in mind that the character’s behavior is shaped by what is happening in the world in which the character lives.” Take for example we have a substitute teacher, some of you decide to be extra good, your behavior changes a little because of what is happening around you. Sometimes a few students take advantage of having a sub, and they decide to behave badly. I expect us all to behave our best with a sub. The point is we make decision too based on what is happening around us, so do characters, that’s why it’s important to take into consideration what is occurring around characters. |
| ***Teach:***  I want to give you an example of a large catastrophic event that became infamous and show you how it affected the personal timeline of many young people. September 11th, of 2001 when the World Trade Center Twin towers were destroyed along with the damage to the Pentagon Building and the 4 Jetliners that were crashed. I knew a guy who was trying to figure out what he wanted to do when he got out of school. He had struggled to try and choose something to study in school, and never did know what he wanted to do. He thought about going into the military a couple of times, but was not sure that he wanted to do that. That dreadful day when he turned on the news, he saw all the people needing help and all the soldiers getting ready to deploy to protect our country, he decided that he wanted to enlist in the Army and go to defend our county. The events of 9/11 caused him to become a Navy officer. His whole life was influenced by those tragic events and for the next 8 years he would serve the military by flying in Blackhawk helicopters and rescuing injured people. His personal timeline was completely influenced by the decision he made to go into the military. This decision came about by the events in history for him. You will notice that the characters in our historical fiction books often do the same with the decisions they make in their lives. Life is about cause and effect. This means that what we do, is sometimes due to something that happened. The decisions that we make often are shaped by what is happening in the world around us! Don’t forget that!  Let’s take a look at our book, Rose Blanche by Roberto Innocente.  (Use the district approved cause & effect graphic organizer to show some cause and effect relationships from the book, leave some for the students to do during active involvement. It’s highly recommended to fill out a sample one to have with you to help you fill out a blank one in front of the students) |
| ***Active Involvement:***  Now it’s your turn, think about a decision that Rose made and what happened because of that decision?  (Think-Pair-Share)  (Add a few into the chart)  Readers understand the decisions that characters make by keeping in mind that the character’s behavior is shaped by what is happening in the world in which the character lives. |
| ***Link:***  Now we will be going to see if we can find examples of these cause and effect situations in historical fiction books. Remember, readers understand the decisions that characters make by keeping in mind that the character’s behavior is shaped by what is happening in the world in which the character lives. Be prepared to share some of your findings from your character’s lives. |
| **Mid-Workshop Teaching Point:**  Life is about cause and effect. This means that what we do, is sometimes due to something that happened. The decisions that we make often are shaped by what is happening in the world around us! Don’t forget that! Historical fiction is loaded with many cause and effect decisions. Certain events in the characters’ lives will influence the decisions that they have to make and the way that they live their lives. |
| **Share:**  Students will share what they discover in their historical fiction books pertaining to the cause and effect decisions that their characters make. It may be challenging for some to acquire enough details to get a solid connection. The teacher may want to listen in on some of the sharing to check for understanding. |

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| **Unit 5 Mini Lesson 7** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Tackling complex texts in the company of friends |
| **Teaching point** | Readers trust they’ll learn something important, even when the action slows down, by continuing to closely read the details and not “run ahead alone”. |
| **Catchy phrase:**  *(Kid language!)***:** | Even when the going gets tough, the tough get going! |
| **Text:** | Follow the Drinking Gourd by Jeanette Winter |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character’s thoughts, words, or actions). |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Yesterday, we worked on cause and effect relationships, what our characters did, and what was the reason they did something. Today, we’re going to work with another text Follow the Drinking Gourd by Jeanette Winter. We finished reading it just a little while ago and we’re going to use it today in our lesson.  Have you ever read a book that everything tends to slow down and it gets a little boring? I have, but I’ve learned that, “Readers trust they’ll learn something important, even when the action slows down, by continuing to closely read the details and not “run ahead alone”. |
| ***Teach:***  Boys and girls, in reading historical fiction, it’s important to know that your ideas are more powerful in coalition/together than alone. You will encounter a tremendous amount of crucial information not only about the kind of place the story is set, but also about the kind of people who will occupy the story. Remember that details matter. Even when the going gets tough, the tough get going. This means that we will sometimes encounter that the action in our books seems to slow down. We need to be very careful and keep motivated to read so that we can synthesize the details presented to us.  Often books/stories can be slow, but as the author decided to include these parts, we need to honor the details and read on. But don’t run ahead alone! You will realize that when you work together with a club or group of readers, you may understand and uncover more important information that if you do it on your own.  Pay attention to transitional passages that tell about daily life-for example, about how a character gets from one place to another. You’ll teach that these can’t be bypassed because they often reveal a great deal about the world in which the story is set. Even if it seems to make the story slow down. Read with attentiveness, not just to the concrete facts of the setting, but to the tone and mood. Realize that nothing that happens in a story is included accidentally. If the lightning flashes and the dark clouds rumble, the impending storm is included in the story for a purpose, and the reader profits from thinking, “Why might the author have made it storm just now? What am I supposed to be thinking? ”As in all good novels, details matter. If you learn something in page one or in chapter two, it’s because you might need later in the story.  *(Pick a part in the book:* Follow the Drinking Gourd where it slowed down for you, and demonstrate how paying attention to detail, helped you uncover something important)  Remember, “Readers trust they’ll learn something important, even when the action slows down, by continuing to closely read the details and not “run ahead alone”. |
| ***Active Involvement:***  Now it’s your turn, I’m going to put up a passage on the doc cam from, “Follow the Drinking Gourd” that I felt was slow. Take a minute to read carefully looking for details that might help you uncover something important.  (Think-Pair-Share)  It’s tempting to just run ahead and get to an interesting part, but we as “Readers trust we’ll learn something important, even when the action slows down, by continuing to closely read the details and not “run ahead alone”.” |
| ***Link:***  As you go off and dive into your historical fiction books, when you get to a place that seams slow, pay close attention to the details, because often when things get slow in a book the author is giving you clues that you can uncover which will help you understand your characters and story better. Make sure you have sticky note and a pencil to quickly jot down what you uncover to latter share in your book clubs. Remember, “Readers trust they’ll learn something important, even when the action slows down, by continuing to closely read the details and not “run ahead alone”. |
| **Mid-Workshop Teaching Point:**  Readers trust they’ll learn something important, even when the action slows down, by continuing to closely read the details and not “run ahead alone”. Remember that, even when the going gets tough, the tough get going! |
| **Share:**  It’s time to get into your book clubs and share the details you uncovered when things got slow, because then the going gets tough, the tough get going! |

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| **Unit 5 Mini Lesson 8** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Interpreting Complex Tasks |
| **Teaching point:** | Readers bring their own meaning to the story by letting the different parts of the story reverberate in their lives. |
| **Catchy Phrase:** | The meaning of a story lies between the author’s words and the reader. |
| **Text:** | Follow the Drinking Gourd by Jeanette Winter |
| **Chart(?):** |  |
| **Standard:** | 4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Many of you already know that I am a member of a book club and that I get together with this group of friends once every couple of months. One of the things I love most about the book club conversations is that we all have very different interpretations or ideas about what is happening or why a character did what she or he did. And I’m always amazed at what my book club partners are thinking and why they think that.  But what I’ve come to realize is the reason we all have different ideas is because we’re all different people and we have all lived very different lives. No one can tell me, as a reader, what to think, what to notice or what parts of the illustrations to look at. Each reader brings his or her own meaning to the story because, as we read, different parts of the story stick with us. What I think about the story and what’s happening is going to be different than what my friends think. That’s because **the meaning of a story lies between the author’s words and the reader.** | | |
| ***Teach: (4-6 min. )***  Today I’m going to use the book, Follow the Drinking Gourd to help me show you what I mean when I say, **the meaning of a story lies between the author’s words and the reader.**  ( teacher opens the book to the page that shows the family looking out the window at the big dipper, “gourd.”) The story tells me that Peg Leg Joe taught the slaves a song which would help them find their freedom. On this page the author tells me that the family heard a quail call out in the night and that reminded Molly and James of Joe’s song. They knew it was time for them to escape to freedom.  I know quails migrate during the winter and that this quail has come back and is calling in the night because the weather is getting warmer and that the weather won’t be so bad for Molly and James when they try to escape. This helps me know that Peg Leg Joe put that part in the song so they would escape to freedom when the weather was warming up, so it wouldn’t be so bad weather-wise for them. Remember, **the meaning of a story lies between the author’s words and the reader.** Because I know this about quails, I can understand this part of the story a little differently than someone who knows a quail is a bird but doesn’t know they migrate in winter. | | |
| ***Active Involvement:***  Now it’s your turn to practice this. It might be a little difficult at first because remember, **the meaning of a story lies between the author’s words and the reader** and what you think might be different than what your partner thinks**.** Yes there are parts of the story that everyone would understand, a quail is a bird, but then there are parts of the story that you will understand differently than your partner because you are a different person and have had different experiences in your life so far.  I’m going to read this page (teacher shows students the page that begins, “Taking their little son Isaiah,” and reads this page to the students)  I want you to try and think if you’ve ever had this kind of experience. If you’ve ever tried to follow something as your guide. Maybe it was the stars or maybe it was something else, maybe you did this while your family was camping. I want you to think about what that experience was like for you because this will help you understand what this family is going through. When you do this remember, **the meaning of a story lies between the author’s words and the reader.** (give students a minute to do this then share with their partner)  Now we’re going to use this page (teacher turns the page to “At night they walked again,”) to practice. When I read this page, I want you to still think about whether you have ever tried to use something to guide you along. Perhaps you’ve been out on a trail hiking and you thought to yourself, “Oh, I remember seeing that log with the moss all over it, I know we’re going the right way.” (teacher gives students think time then turns the page to, “sometimes empty bellies…..”).  On this page boys and girls, the stars are hidden behind thick clouds and the family can’t see them to know whether they are going in the right direction. Now I want you to think about whether you have ever been out on a trail and all of a sudden things look very different, you’ve lost your way. (give students think time)  By thinking this way you, the reader, are trying to use the author’s words to help you make sense of what’s happening because, **the meaning of a story lies between the author’s words and the reader.** | | |
| ***Link:*** From now on, whenever you read by yourself or with a partner, I want you to remember **the meaning of a story lies between the author’s words and the reader.** As you read the stories in your book bags I want you to think about what is helping you make sense of and understand the story the author is telling you. | | |
| ***Mid-Workshop Teaching Point:*** | | |
| ***Share:*** | | |
| **Unit 5 Mini Lesson 9** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Interpreting Complex Tasks |
| **Teaching point:** | Readers let a bigger idea about what they are reading grow in their minds by pausing to ponder what they read. |
| **Catchy Phrase:** | Stop, sit back, and think about what is happening in the story. |
| **Text:** | Rose Blanche by Roberto Innocente |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or action.) |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Sometimes, when something significant or huge happens in my life, I just need to pause or stop and think about what just happened and how my life will change either for the better or worse because of it. This is also true if something happens to one of my friends; I find that I just need to sit back, stop, and think.  Well, the same is true of the stories I read. Sometimes something happens in a story, and maybe it catches me off guard, and I need to stop reading and think for a day or two about what happened. This happens a lot when I read Historical Fiction because I know the facts, information, and setting are true and sometimes the trueness of the events are more than my brain can handle all at once. I need to let these big ideas roam around in my head for a while before I continue reading.  So it’s really important to remember that when this happens, we - you and I, as readers we need to **stop, sit back and think about what is happening in the story.** Sometimes we need to sit back and let what just happened in a story sit there in our mind and let those big ideas grow. |
| ***Teach: (4-6 min. )***  Today we’re going to re-visit the story, Rose Blanche to think about the idea that sometimes readers need to **stop, sit back, and think about what is happening in the story.** This book boys and girls, is one that I need to read more than once because each time I do read it, I find something new that causes me to **stop, sit back, and think about what is happening in the story.**  (teacher turns to the 2-page spread that begins, “The trucks are fun to watch.” And reads both pages.) The first time I read these pages I read the words, then turned the page and continued reading. It wasn’t until I read the story for a second time that I thought to myself, “wait! You need to **stop, sit back, and think about what is happening in the story**.” And, because I did that I believe I understand the story a LOT more than if I’d just kept reading and never stopped and taken the time to think about what the author wants me to understand.  So now boys and girls, I’m going to show you what that looked like, exactly what I did. (teacher reads and when finished with the 2-page spread, physically stops reading, sits back and begins to think for a few seconds then begins to do a think-aloud for the students) Wow! For some reason the little boy jumped out of the truck and began running away. The mayor of the city was there blocking his way. (teacher turns the page and reads the next 2-page spread.) Yikes! Then he grabbed, not a very friendly thing to do, and took him back to the soldiers. The little boy looks terrified and is holding his hands up as if they are arresting him. From the picture I can see the soldiers are putting the little boy back into the truck and there are other kids in the truck too. I don’t think the kids want to go with the soldiers, I think they are scared, and I don’t see their parents – I don’t think they’re with the kids. (teacher puts the book down)  Do you see boys and girls how, when I got to this page and because there was so much going on and I didn’t think the kids were happy, I had to **stop, sit back, and think about what is happening in the story**? I had to do this because the little boy’s and the other kids’ situation seemed to be a bad one. It was important that I **stop, sit back, and think about what is happening in the story** so that I could fully understand what was happening to him and the other kids. |
| ***Active Involvement:***  I’m going to give you a chance to practice this now. (teacher opens the book back up. Show, but don’t read, the 2-page spread that begins, “I walked for …”) This page boys and girls is when Rose Blanche follows the truck that the kids are in. She follows them to…… (turn to the next 2-page spread) this horrible place. (teacher reads these two pages, “Suddenly, electric …”)  (when you finish reading, stop) I’m going to stop here because I want you to - **stop, sit back, and think about what is happening in the story.**  Now I’d like you to share your thinking with your partner. I’d like the A partner to go first, then the B partner can share their thoughts. |
| ***Link:***  Now you understand why it is so very important to **stop, sit back, and think about what is happening in the story.** Most stories have places in them where readers need to do this because it helps us to fully think about and understand what is happening in the story. So from now on, I want you to look for places in your stories where you can do this. Look for places where you should, **stop, sit back, and think about what is happening in the story.** |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 5 Mini Lesson 10** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Interpreting Complex Tasks |
| **Teaching point:** | Readers support their big ideas by keeping track of details that support those ideas. |
| **Catchy Phrase:** | Readers use boxes and bullets to keep track of details that support their BIG ideas. |
| **Text:** | Rose Blanche by Roberto Innocente |
| **Chart(?):** | boxes and bullets organizer (create a sample one prior to teaching to help guide lesson) |
| **Standard:** | 4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or action.)  4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** (ask students to bring a piece of paper, a pencil, and a clipboard to the meeting area)  Boys and girls have you ever found yourself thinking about something and thinking to yourself, “Oh, that’s a great idea!” I have too and I always think, “I should write that down!”  This happens a lot when I’m working in my garden and I come up with an idea, a BIG idea, of how to re-work one of my garden areas. I usually grab my sketch book and draw out a plan as to what I want to do, putting lots of details into the drawings to support my BIG ideas.  The same thing happens when I read too. Especially when I read books like Rose Blanche or Follow the Drinking Gourd or our read aloud book, Behind the Bedroom Wall.  Yesterday you learned how important it is to stop, sit back, and think about what is happening in the story. Well, it’s during these times, that I find myself thinking BIG ideas. Ideas that need to be written down. And as I read further, I find lots of details that go along with or support my BIG ideas.  So what I want to tell you today is, **Readers use boxes and bullets to keep track of details that support their BIG ideas**. |
| ***Teach: (4-6 min. )***  So that’s what we’re going to focus on today. I’m going to show you how**readers use boxes and bullets to keep track of details that support their BIG ideas.** And to do this I’m going to use the familiar book, Rose Blanche and the ideas we talked about yesterday.  (teacher opens the book to the 2-page spread which begins, “The trucks are fun to watch.” If you feel you need to read it again do it otherwise you don’t need to) Remember when we talked about this page yesterday? Well today I’m going to use boxes and bullets to keep track of my thinking because I know, **readers use boxes and bullets to keep track of details that support their BIG ideas.** (teacher refers now to the blank chart paper and gets ready to use it)  My BIG idea about this page is that the little boy is scared. So I’m going to write that down then draw a box around it. Now all the details, the ideas that help me know or think the little boy is scared will be the bullets and they’ll go under the box. The first reason I think he’s scared is because he is running away from the truck (teacher writes this under the box, making sure to put a bullet next to it. The next reason I think he’s scared is I’m thinking the soldiers are yelling for him to stop and the mayor is also yelling. So I’m going to write soldiers and mayor are yelling at him to STOP!  (now teacher turns to the next 2-page spread) These pages also help me understand my BIG idea that the boy is scared and I can get a lot of reasons and details from these pages to add to my bullets too. Another detail to add as a bullet is that the mayor grabbed the boy by the collar. That’s not a nice thing to do to somebody and I would be scared if someone did that to me! Another bullet to add is the boy has his arms raised like he’s being arrested. Again, that seems scary. And, the last bullet to add is the soldiers with guns are shoving the boy back into the back of the truck. Remember boys and girls, **readers use boxes and bullets to keep track of details that support their BIG ideas.** |
| ***Active Involvement:***  And now it’s your turn to practice what I just did. (teacher turns the page to the concentration camp page – displaying it on the ELMO so the students can see the picture and also the text) Yesterday you used these two pages when you thought about what was happening in the story and these are the two pages you’ll use today when you record your BIG idea in the box and gather details for the bullets, just like I did.  Remember boys and girls, readers need to stop, sit back and think about what is happening in the story. And when they do this they should also **use boxes and bullets to keep track of details that support their BIG ideas.** (teacher should probably read these two pages so the kids remember what is happening) So pick up the clipboard and pencil. You will talk to your partner about your ideas but you will both practice making your own boxes and bullets You’re going to record your BIG idea in a box and all the details that support or go with the BIG idea as bullets below, just like I did with mine.  I want you and your partner to talk about the BIG ideas you’re both having. Remember to write the idea first then draw the box around it. (give students a minute to do this, walk around offering support or guidance where needed.)  Now I want you and your partner to talk about the details that support the main idea. As you mention one, write it on your paper. Try to think of at least three supporting details and make sure they all have a bullet next to them. |
| ***Link:***  Today boys and girls you learned that,**readers use boxes and bullets to keep track of details that support their BIG ideas.** And the reason this is an important thing to do is because it helps you understand the story better and it also helps deepen your understanding of what’s happening in the story. Boxes and bullets is a great way to organize your thinking and keep track of everything you think is important.  Today and everyday when you’re reading, you should remember that **readers use boxes and bullets to keep track of details that support their BIG ideas.** |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 5 Mini Lesson 11** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Interpreting Complex Tasks |
| **Teaching point:** | Readers develop their ideas by looking at the upcoming text through “special lenses”. |
| **Catchy Phrase:** | **Put on your special lenses** |
| **Text:** | Rose Blanche by Roberto Innocente |
| **Chart(?):** | boxes and bullets organizer from lesson 10 |
| **Standard:** | 4.RL.1 Ask and answer questions about key details in a text.  4.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we spent our time using **boxes and bullets to keep track of details that support their BIG ideas**. We are going to refer to the work we did yesterday and add to it in order to develop our ideas even further.  It’s important to understand that, “Readers develop their ideas by looking at the upcoming text through “special lenses”. What does it mean looking through special lenses? Glasses are special lenses that help people see things clear, whether far away or close up to read. Just as many people use glasses or special lenses to see, so do “Readers develop their ideas by looking at the upcoming text through “special lenses”. So today let’s practice, **Putting on our special lenses!** |
| ***Teach: (4-6 min.)***  *Let me show you how Readers, “***Put on your special lenses.”** When I put on my special lenses, it helps me focus on an idea as I read. As I read, I keep those lenses on and keep those ideas in my mind thinking, “Ah Yes!” or “Huh? That doesn’t fit.” Perhaps I’ll jot down a note using boxes and bullets to keep track of my ideas. It’s kind of like playing a video game and keeping an eye out for a possible secret passage to the next level. You pick up clues and ideas along the way and begin to put the big picture together. Same with reading, we as readers, **Put on our special lenses** by focusing in of ideas and adjusting our thinking if needed.  *In our book* Rose Blanche, I have a page here where I’m focusing on the idea we wrote in our box and bullets from yesterday. (Pick an idea that as a class you found yesterday, and turn to a page in the book that you found that idea) (Explain how you focused on this idea as you were reading by “**Putting on your special lenses.”** Then reference to another place that you found that same idea. An example could be Rose feeling sorry for those in the concentration camp)  *(Add any new ideas to the box and bullet chart)*  Readers develop their ideas by looking at the upcoming text through “special lenses”. |
| ***Active Involvement:***  Now it’s your turn to “**Put on your special lenses!”** (Display on the doc cam another page from the book Rose Blanche that shows ideas of which were written on your classes box and bullet chart)  Read this page to yourself and look for ideas that can be further developed by looking though your special lenses.  (Think-Pair-Share)  (Add a few ideas to your chart)  Remember, “Readers develop their ideas by looking at the upcoming text through “special lenses”. |
| ***Link:***  As you do off to read your historical fiction books today, keep working on the box and bullet chart you started yesterday of your own book, and **Put on your special lenses!** Looking for more evidence or details that help expand your ideas. Jot it down and be ready to share it with your book clubs later today. Don’t forget. “Readers develop their ideas by looking at the upcoming text through “special lenses”. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  *It’s time to get in your book clubs and talk about how you* **Put on your special lenses!** |

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| **Unit 5 Mini Lesson 12** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Interpreting Complex Tasks |
| **Teaching point:** | Readers allow their thinking to be changed by being open to new ideas. 4.RML.5-12 |
| **Catchy Phrase:** |  |
| **Text:** | Sarah Plain and Tall by Patricia MacLachlan |
| **Chart(?):** |  |
| **Standard:** | 4.RL.1 Ask and answer questions about key details in a text.  4.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday, we worked on Putting on our Special Lenses to help us develop our ideas about the story. We used boxes and bullets to help us organize our ideas. Today I want us to understand that, “Readers allow their thinking to be changed by being open to new ideas.” Often we as humans get stuck with our own ideas and sometimes we don’t let our ideas develop and grow, because we want to be right. I remember when my kids were young; one of my boys got confused between hot and cold. He’d be standing out in the snow and say, “Mama I’m hot.” It took a long time for him to understand that hot was hot and cold was cold. As readers, sometimes we get stuck with thinking one way about a character or event, and tend to ignore information that contradicts what we think is correct or true. Today, we’re going to learn and practice that, “Readers allow their thinking to be changed by being open to new ideas.” |
| ***Teach: (4-6 min. )***  *Let me show you what I mean. As I was reading Sarah Plain and Tall, I was sure that Papa was making a mistake to put an ad in the newspaper looking for wife and mother. I know that these days some people begin dating online and even put ads on craigslist, but Papa lived a long time ago and they could only communicate using letters. Finding a spouse and mother for your kids isn’t easy, how are they going to get along? I was kind of worried when Sarah arrived, because even though she seemed like a nice person it’s hard to really know how she would react to taking care of two kids. She’d never done that before. I was pretty set in my mind that this wouldn’t work.*  *My ideas began to slowly change. When Sarah gave each kid a small gift from the ocean, I began to see how she wants to really try to see if this arrangement might work. Other little details came up that keep me thinking that she is really a nice person. She’s make Caleb laugh and was excited about living on a farm and getting to know the animals. Sarah even took time to talk and listen to Papa. My thinking began to change and new ideas, like “wow she is so nice and caring, she might be a good mother to these kids.”*  *It’s easy when you get an idea about a character to reject or ignore parts of the story that don’t fit the idea you have about that person. It’s kind of like really life, when we make a judgment about someone, it often takes us a while to not be so stubborn with our ideas to let them prove us differently. For example once I saw this girl who was really over dressed for a meeting. I thought she must be a really girly girl and I’m not that kind of person, so I thought that I’d never be friends with her, then several months later I had to work with her. When I began working with her, I realized that she was awesome, hard working and down to earth. I miss judged her because of seeing her once. As we read we need to allow our thinking about characters or situations in our books by being open to new ideas. It’s important to value your own thinking about the book, holding strong to your ideas, but there is also a huge value of being open to new ideas.*  *See how, “Readers* allow their thinking to be changed by being open to new ideas.” |
| ***Active Involvement:***  Now it’s your turn. Think about the book Sarah Plain and Tall:  What thoughts did you have that have changed?  What are you thinking about this book, and how might you be open to new ideas?  (Think-Pair-Share)  (Listen in to share an idea an example of this may be: I heard Jesus say that at the beginning he thought this book would be boring. He thought it was a girly book and too old for him to enjoy. But now that he’s gotten to know the characters and want what’s best for them, he wants to know how it works out. He’s being open to the new idea that this book is interesting to him.) (If you are not far enough in this book, you may want them to practice with a book that the class has previously read, or their book club books)  Remember, “Readers allow their thinking to be changed by being open to new ideas.” |
| ***Link:***  As you go to your spots to read today, be open to your thinking about your book and the characters. Embrace changing thoughts and interpretations as you push further into your books. Remember, good stories are about more than one idea and reading a book is a complex journey. Sometimes it’s helpful to jot down your new ideas in your reading journal or a sticky to help you remember them and later work with them. Don’t forget, “Readers allow their thinking to be changed by being open to new ideas.” |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 5 Mini Lesson 13** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Becoming more complex because we read |
| **Teaching point:** | Readers acquire a new way of seeing and thinking by “seeing” a story through the perspective of the main character as well as other characters. 4.RML.5-13 |
| **Catchy Phrase:** | “Take a walk in their shoes!” |
| **Text:** | Sarah Plain and Tall by Patricia MacLachlan |
| **Chart(?):** |  |
| **Standard:** | 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday, we practices being open to new ideas as we read, by not being stuck in our own thinking but allowing details in the story to change what we originally thought about the book or a character in that. Today, we’re going to continue with this work, but with different shoes. Yes! Different shoes. Have you ever heard the saying “Don’t judge someone until you’ve walked a mile in their shoes?” This is a very popular idiom like, “It’s raining cats and dogs.” “Don’t judge someone until you’ve walked a mile in their shoes?” Even the old saying, “Don’t judge a book by its cover.” These two idioms really have a powerful message that we’re going to work on today.  Our goal for today is to learn and practice that, “Readers acquire a new way of seeing and thinking by “seeing” a story through the perspective of the main character as well as other characters. “So, Let’s take a walk in their shoes!” |
| ***Teach: (4-6 min.)***  *Before I get into how readers,* “Take a walk in their characters shoes,” I’d like to give you an example you can relate to. We’ve all been told to clean up a mess, whether it’s a messy room, or stuff all over the living room. When mom or dad come in and say, “Who made this mess?” Then they make you clean it up, even though someone else like your little brother or sister really made the mess and you did nothing. You begin to complain, “But mom I didn’t do it, it was my little brother.” She replies, “Well, I always clean up after you, now you know how I feel.”  When we put ourselves in the characters shoes it means that we see things as they do. This is called perspective.  Perspective is kind of another way of saying point of view. It’s kind of like watching soccer. If the referee gives someone a yellow card, you might not have seen it. If you are on the sideline you can only see things from where you’re at, but the referee is up close and can see things differently. I always like to watch the replays and slow motion, on TV when someone is given a yellow card. It gives us the chance to see what the referee sees, and sometimes it even gives us a better perspective.  Let me show you how “Readers acquire a new way of seeing and thinking by “seeing” a story through the perspective of the main character as well as other characters.”  In our book Sarah Plain and Tall I can “Take a walk in Sarah’s shoes!” I can do this by asking myself these questions:  How would I feel if I was her?  If I were in \_\_(Sarah’s)\_\_ shoes, what would I do or say?  Remember the scene where Sarah gives the small gifts she brought for the kids. If I would feel a little excited and nervous at the same time, because I would want them to like the gift and not think it was dumb. If I were Sarah, I’d probably be crossing my fingers, hoping that they like them. |
| ***Active Involvement:***  Now it’s your turn to try this. Put yourself in the characters shoes by “Taking a walk in their shoes!”  In this same scene, pick one of the other characters, Anna, Caleb or Papa. “Take a walk in their shoes.”  Ask yourself these question:  How would I feel if I was her?  If I were in \_\_(Sarah’s)\_\_ shoes, what would I do or say?  (Think-Pair-Share) (Example, if I were Papa I’d hope that this would give my children and Sarah a good start as friends. She’s trying to build trust and love with them by sharing something close to her. I’d be happy that Sarah is making a good effort to get to know my kids)  Remember, “Readers acquire a new way of seeing and thinking by “seeing” a story through the perspective of the main character as well as other characters.” |
| ***Link:***  Time to go off and read, but don’t forget to “Take a walk in your characters shoes.” Today, as you read, pick at least two characters, and put their shoes on and see why they do the things they do, or say the things they say. Use your reading journal or a sticky note to jot down their perspective and be ready to share in book clubs. Hey, “Readers acquire a new way of seeing and thinking by “seeing” a story through the perspective of the main character as well as other characters.” “Take a walk in their shoes!” |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  *Now it’s time to get into your book clubs and share how you “Took a walk in your characters shoes.”* |

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| **Unit 5 Mini Lesson 14** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Becoming more complex because we read |
| **Teaching point:** | Readers adjust their interpretations by drafting and revising their thoughts as they read. 4.RML.5-14 |
| **Catchy Phrase:** |  |
| **Text:** | Sarah Plain and Tall by Patricia MacLachlan |
| **Chart(?):** | H-Chart |
| **Standard:** | 4.RL.1 Ask and answer questions about key details in a text.  4.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Last time we meet, we “Took a walk in our characters shoes.” It’s always a great idea to see things in the way our characters to. It really helps us understand them as characters, and why they do and say the things they do and say. Keep working on this the rest of your life.  Today, we’re going to adjust our interpretations. It’s like when we are too cold, we adjust the thermostat so more heat come out, but when we’re too hot, we adjust it so less heat comes out. Readers do the same thing with their interpretations by drafting and revising their thoughts as they read. In lesson 12 we did similar work, we allowed our thinking to be changed by being open to new ideas. However, today we’re going to focus more on interpretations. An interpretation is like an understanding or analysis that we develop as we read our books. It’s a lot like an inference because we have our evidence from the text and our own thoughts combined. |
| ***Teach: (4-6 min.)***  *Let me show you one way we can adjust our interpretations by drafting and revising our thoughts as we read.*  *In order to draft and revise, I would like to use an H-Chart to show how we can draft and revise our interpretations as we read. I have drawn a blank H-Chart with Question, Answer, and Evidence. One of the questions I had about Sarah Plain and Tall was: How would Sarah handle being so far away from home? Let me write this in our chart. (fill in question) Now as I was reading I noticed that: (fill in the first 4 pieces of evidence). Based on these pieces of evidence I think she was homesick. Let me fill that answer in.*  *Now this was my interpretation of how I thought Sarah would handle being away, it was her first time away from home. Then as I was reading how she loved looking at the stars and then when she made the connection with the pile of hay and the sand-dunes, I felt like she was creating a new home with her new family. So, I’m going to add those pieces of evidence and revise my interpretation of how Sarah would handle being away from home. (Add details and adjust answer.*   |  |  |  | | --- | --- | --- | | *Question:* | *Answer:* | *Evidence:* | | *How would Sarah handle being so far away from home?* | *She was homesick*  *Even though she was homesick, she was beginning to make a new home with her new family. (you may even cross out original answer)* | * *Missed the ocean* * *Everything was different* * *Missed Maine* * *Didn’t have her family around*   *New Evidence:*   * *Looking at the stars* * *Connection with pile of hay and sand-dunes* | | *(use for Active Involvement)* |  |  |   *Do you see how, “*Readers adjust their interpretations by drafting and revising their thoughts as they read?” |
| ***Active Involvement:***  Now it’s your turn, I have a question to add to our chart. How were Anna and Caleb adjusting to having Sarah there?  (Think-Pair-Share) (Listen closely to how your students make sure you select evidences and answers that were revised; Add Evidence and answers to chart)  “Readers adjust their interpretations by drafting and revising their thoughts as they read.” |
| ***Link:***  As you go off to read today, think about what interpretations you’ve formed about your book, and revise your thoughts as you read. Take a post-it with you, so that as you adjust your interpretations you can share that with your book club later today. Remember, “Readers adjust their interpretations by drafting and revising their thoughts as they read.” |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  *Get in your book clubs and share what you’ve found that adjusted your interpretations of your book.* |

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| **Unit 5 Mini Lesson 15** | |
| **Unit of Study:** | | Historical Fiction: Tackling Complex Texts |
| **Goal:** | | Tackling Complex texts in the Company of Friends |
| **Teaching point *(Kid language!)*:** | | “Readers, Readers find huge meanings in books by determining who has power, what forms it takes, and how power changes. |
| **Catchy Phrase:** | | “Who has the power to change things?” |
| **Text:** | | Sarah, Plain and Tall by Patricia MacLachlan |
| **Chart(?):** | |  |
| **Standard:** | | 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or action.)  4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |

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| **Mini Lesson: (**7-10 minutes total):  ***Connection:*** We all know what an advertisement (ad) is (teacher shows a newspaper or magazine ad). What if we wanted to take an ad out for a friend, or even a mom! What would that look like? Today, people use their cell phones and the Internet to find things or people. However, the Internet wasn’t always around so people had to send letters or place ads which often took a long. |
| ***Teach: (4-6 min. )*** On page 9 of “Sarah, Plain and Tall a book we read,” Sarah, the main character writes a letter to Jacob answering his advertisement. He took an ad out in the newspaper for a new wife, because his wife died. If you wanted to make an ad for a new friend, what would you put in the ad? A friend who likes to play soccer or someone who likes to listen to cool music? If someone answered your ad, wouldn’t they still have to prove themselves before they became your friend?  When you have a best friend; it isn’t enough just to say that you are their best friend. You often do things that establish their trust in you. Just like Sarah, in the book “Sarah Plain and Tall,” sharing is one of the most important things that we do with our best friends. Even though Sarah answered Jacob’s ad, she couldn’t really become part of the family until she demonstrated the characteristics that she said she had. She had to prove to Jacob and his family that she was truly worthy of their trust. Sarah had the power to become respected by being responsible in her duties to the new family. You as readers, have the power to make connections with characters and learn from them by following their good examples and demonstrating through your actions that you are who you say you are. Whether it is the present day or in the past, whether we have internet, technology or not, trust and respect are earned through our actions over time. |
| ***Active Involvement:*** Turn to your elbow partner and ask them, “what are the most important characteristics that make them a good friend.” (Examples, sharing, help you out when you are in trouble, someone you can talk to, etc…) Is it enough for someone to say or promise something in order for you to trust or believe them? We have to do things to prove to them that we are a good friend. Sara was able to show with her actions, that she could be trusted and relied upon. |
| ***Link:*** Optional: Make a poster titled (What I want in a good friend:) |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** Share poster or other ideas that students generated about the discussion. |

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| **Unit 5 Mini Lesson 16** | |
| **Unit of Study:** | | Historical Fiction: Tackling Complex Texts |
| **Goal:** | | Tackling Complex texts in the Company of Friends |
| **Teaching point *(Kid language!)*:** | | Readers get new ideas about their novels by reading nonfiction- related to their novel. |
| **Catchy Phrase:** | | We can travel back in time and experience that world through the eyes of someone who might have lived there. |
| **Text:** | | Sarah, Plain and Tall by Patricia MacLachlan |
| **Chart(?):** | | See Link to website. |
| **Standard:** | | 4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  4.W.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).  4.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.  4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |

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| **Mini Lesson: (**7-10 minutes total):  ***Connection:*** We build imaginary worlds from pieces of the real world. You can’t build a real dollhouse without modeling it after a real house. In books like Sarah, Plain and Tall, the author builds an imaginary character from a setting that really existed. This means that the author had to do research about 1910 Kansas, and what life could have been like for someone living there at that time. Knowing these facts, helps the author to create a character who readers might believe that could have actually existed. |
| ***Teach: (4-6 min.)*** Show any historical photo of Kansas in 1910 if possible (book cover might have a good illustration to use, see link below). In historical fiction books, you might need to learn about the time and place that your character comes from. In Kansas in 1910, most people didn’t have cars, most people didn’t have electricity and nobody had the conveniences that we all enjoy today ( list examples).  What could you do to find out about how people lived in a particular time and place? Can you look in books, can you look on the Internet? I found these pictures on the internet (see link below). I want you to look at this picture of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and try very hard to imagine yourself or an imaginary character living a life in that place. |
| ***Active Involvement:*** Turn and talk to your partner, “ What would you do without the technology we enjoy today?” (Assign partners to talk about how they could live without certain technologies). Kids sit with a partner and each partner takes turns discussing this topic. |
| ***Link:*** Optional: Have the students do a quick internet search (or demonstrate) how life was different in 1910 than it is now. Link for 1900’s Kansas pictures: <http://www.kingsacademy.com/mhodges/03_The-World-since-1900/01_The-Last-Days-of-the-Gilded-Age/01e_Small-town-America.htm> |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** Share ideas that students generated about the discussion. (Compare and Contrasts between yourself and the characters). |

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| **Unit 5 Mini Lesson 17** | |
| **Unit of Study:** | | Historical Fiction: Tackling Complex Texts |
| **Goal:** | | Tackling Complex texts in the Company of Friends |
| **Teaching point *(Kid language!)*:** | | Readers realize ideas from one text are sometimes found in other stories by comparing and contrasting multiple books with the same theme.  4.RML.5-17 |
| **Catchy Phrase:** | | Each book is a special stepping stone that guides us through the wide river of authors’ imaginations. (Optional, make an illustration) |
| **Text:** | | Sarah, Plain and Tall by Patricia MacLachlan |
| **Chart(?):** | |  |
| **Standard:** | | 4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  4.RI.2 Identify the main topic and retell key details of a text.  4. RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade topics and texts, building on others’ ideas and expressing their own clearly.  d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |

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| **Mini Lesson: (**7-10 minutes total):  ***Connection:*** Have you ever read about characters in a story who reminded you of characters from another story? (Teacher gives examples). If you think about it, it’s only natural. All characters are human beings, and human beings share many things in common. They want to be loved, successful, they want to survive, protect their families, etc… Individual circumstances can change. |
| ***Teach: (4-6 min.)***  Good readers make different kinds of connections when they read, Text to Text, text to self and text to world. People run into different problems and obstacles in life. People change their behavior as technology changes. People also change their behavior based on their culture. People are all the same. But there is always something that makes each person, and each of you, like nobody else in the world. |
| ***Active Involvement:*** What do all people have in common and what makes each person unique? (Teacher can make T-chart, Venn Diagram, etc…). Talk to your partner. |
| ***Link:*** |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** Interview a classmate and ask them to tell you an exciting tidbit about themselves. |

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| **Unit 5 Mini Lesson 18** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Becoming more complex because we read |
| **Teaching point:** | Readers compare a story or character to another story or character by making allusions. 4.RML.5-18 |
| **Catchy Phrase:** |  |
| **Text:** | Sarah Plain and Tall by Patricia MacLachlan and Rose Blanche by Roberto Innocente |
| **Chart(?):** |  |
| **Standard:** | 4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday, we *worked* on realizing ideas from one text are sometimes found in other stories by comparing and contrasting multiple books with the same theme. (For this lesson it would be easier to use the books you used in the lesson 17, this lesson uses Sarah Plain and Tall by Patricia MacLachlan and Rose Blanche by Roberto Innocente as examples)  Today, we are going to make allusions, because Readers compare a story or character to another story or character by making allusions. |
| ***Teach: (4-6 min. )***  *Allusions are a brief and indirect reference to a person, place, thing, or idea. It does not describe in detail the person or thing to which it refers. It’s just a comment that you should understand if you have the knowledge about the text.*  *Let me give you an example:* Have you ever heard someone say, “I was surprised his nose was not growing like Pinocchio’s. This allusion, even though it doesn’t say it is accusing someone of lying, because ever time Pinocchio lied his nose grew longer. The author expects you to know this story and make the connection between this story and what is happening in your book.  *Our goal today is to create allusions by comparing Sarah Plain and Tall with Rose Blanche with other known books or stories. In order to do this, let me give you some sentence frames to help us get started:*  *\_\_(character)\_\_\_ is as \_(adjective) as \_\_(character in commonly known book)\_\_\_.*  *Rose is as caring as Snow White.*  *(Place) is as (ADJ) as (Commonly known place/thing)*  *The field Sarah plows is as flat as a pancake.*  See how this allusion of comparing the field to a pancake. A pancake is something very common, and it helps us know about how flat the field is that Sarah is plowing.  Readers compare a story or character to another story or character by making allusions |
| ***Active Involvement:***  Now let’s do this with your book. Think about your book, how would you create an allusion between your book? Use the sentence frames to help.  (Think-Pair-Share)  Remember: “Readers compare a story or character to another story or character by making allusions.” |
| ***Link:***  It’s time to wrap up our mini-lesson and get to reading. So, as you read today, keep on hand a post-it or your journal and write an allusion comparing something or someone in your book to something else that is common known. Be ready to share your allusion during your book club during sharing time. Don’t forget, “Readers compare a story or character to another story or character by making allusions.” |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  *Thanks for all your hard work today. It’s time to get into our book clubs and quickly share your allusion with your group.* |

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| **Unit 5 Mini Lesson 19** |

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| **Unit of Study:** | Historical Fiction: Tackling Complex Texts |
| **Goal:** | Becoming more complex because we read |
| **Teaching point:** | Readers learn from the moments of choice that the characters face by thinking deeply about them and living differently because of them. 4.RML.5-19 |
| **Catchy Phrase:** |  |
| **Text:** | Sarah Plain and Tall by Patricia MacLachlan and Rose Blanche by Roberto Innocente |
| **Chart(?):** | Cause & Effect graphic organizer |
| **Standard:** | 4.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Last time we meet we worked on creating allusions by comparing something or someone in our book with something common. This is a great way for us to say a lot by saying a little, because so many things are already implied.  Today is our last lesson for Historical Fiction. We have been tackling complex texts and we have learned so much. It’s time to take this work one last step future to help us become better, stronger, and smarter readers.  Have you ever changed how you lived because of something you learned about choices characters made in a book? Many people read the Bible, Koran, or other religious scriptures trying to do just that, learn from choices other people make by thinking deeply about them. Did you know we can do the same thing in our books we are reading right now? In a minute I’ll show you how we can do this?  Our goal today is to learn that, “Readers learn from the moments of choice that the characters face by thinking deeply about them and living differently because of them.” |
| ***Teach: (4-6 min.)***  *I’m going to show you how this works by using the book Sarah Plain and Tall. First I think about a moment when a character had to make a choice. (As you teach use a blank paper and fill in a cause and effect graphic organizer that is district approved)*  Think about the moments of choice (character) had to make.  *I was thinking about the struggle that Sarah had trying to learn how to ride a horse and drive a wagon. It wasn’t easy. She had a choice, she could give up and never learn, or she could keep trying and practice until she got it.*  How are your affected by those decisions? How does this affect you in your daily decisions?  *That makes me want to not give up. I’ve been trying to be a better math teacher, and there are days when I’m tempted to give up, but I don’t want to do that, I want to reach my goal. I’m going to keep practicing like Sarah did.*  Kept practicing  Struggle to ride a horse  Road to town  Struggle to drive a wagon  Remember, “Readers learn from the moments of choice that the characters face by thinking deeply about them and living differently because of them.” |
| ***Active Involvement:***  It’s your turn to think about Rose Blanche.  Think about the moments of choice Rose had to make.  How are your affected by those decisions?  How does this affect you in your daily decisions?  (Think-Pair-Share) (Example, Rose felt sorry for those in concentration camps and wanted to do something to help. She could have let her fear of being caught stop her from sneaking food to those people, but she choose to take the risk and help them. This makes me want to take risks to help others, when I know it’s the right thing to do.)  Just as in religious books we can learn from moments of choice that those people made, we can also think deeply about the characters in our books and live better because of what they teach us. |
| ***Link:***  This is the last day that we will be reading our Historical Fiction books. Make sure that you think deeply about your characters choices and how you will live differently because of what you learned from them. Remember, “Readers learn from the moments of choice that the characters face by thinking deeply about them and living differently because of them.” |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |