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*Interpretation Text Sets*

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***Grade 4 Reading Unit 6***

***Unit of Study Planning Template***

**Dates**

Feb 28 – Mar 19

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| Unit:  ***Interpretation Text Sets*** |

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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  Considering the implications of stories  GOAL: 2  Themes May Be the same across books, but they’re usually developed differently.  GOAL: 3  Symbolism and Literary Devices and Their Relationship to the Meanings and Themes of Stories |

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

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| Standards: | 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 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.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.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.  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.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. 4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. |

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| Key Vocabulary: | Foreshadowing, symbolism, analyzing, theme, life-lessons, textual evidence, issues, backgrounds, relationships, pressures, perspectives, significance, deep meaning, repetition |

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| Anchor Texts: | Because of Winn Dixie, Hatchet, My Side of the Mountain, The Lion, the Witch, and the Wardrobe, Tuck Everlasting, The Giving Tree, The Other Side, The Tiger Rising, Long Way Gone, Oliver Button is a Sissy, Harry Potter series, Fly Away Home |

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| Other Resources: | Notice and Note by Kylene Beers and Robert Probst |

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

At A Glance Planner

| Unit 6: Interpretation Text Sets | | |
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| GOAL: 1  Considering the implications of stories | Goal 2:  Themes may be the same across books, but they’re usually developed differently | Goal: 3  Symbolism and Literary Devices and Their Relationship to the Meanings and Themes of Stories |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Powerful readers realize that the stories we read are about ideas by analyzing their journals/notebooks for ideas and life lessons they see in them. (pp. 98-99, 109)   4.RML.6-1   * Powerful readers pay attention to pivotal moments in stories by determining when characters experiences strong emotions and/or make critical choices. (pp. 99, 109)   4.RML.6-2   * Powerful readers back up their original ideas by providing evidence from the text. (pp. 100-101, 110)   4.RML.6-3   * Powerful readers compare texts that have similar themes by recalling texts they have already read and remain alert to new texts that seem to deal with similar ideas/issues or themes. (pp. 99-100, 110)   4.RML.6-4 | * Powerful readers understand that stories with the same theme may focus on differences by investigating how the differences affect the meaning. (pp. 102, 110)   4.RML.6-5   * Readers begin to analyze texts by developing charts that list titles, issues, themes and characters that help them to revisit important parts of the texts. (pp. 102, 110)   4.RML.6-6   * Powerful readers analyze the differences in characters by paying attention to their backgrounds, relationships, pressures, perspectives, and how they respond to trouble. (pp.103, 110)   4.RML.6-7   * Powerful readers learn invaluable lessons by comparing themselves to characters and allowing the characters in our stories to change how we think, feel and act in the world. (p. 103, 110)   4.RML.6-8   * Powerful readers access all of their skills from the moment that they begin reading by processing what is happening in the story and continuing to add new information/insights.   (pp. 104, 110)  4.RML.6-9 | * Powerful readers allow the texts we read to affect us in powerful ways by paying attention to the objects that are repeated in our texts and working to understand the deeper significance that these objects may hold.   (pp. 104-105, 111)  4.RML.6-10   * Powerful readers think and talk about the potential meaning (symbolism) of a story title by reflecting on it part way through their reading, and at the end. (pp. 105, 111)   4.RML.6-11   * Powerful readers consider the possible meanings of unexplained details in texts by being alert to them. (foreshadowing) (pp. 105, 111)   4.RML.6-12   * Powerful readers consider the significance of repetition (repeated moments) in texts by being alert for them.   (pp. 106, 111)  4.RML.6-13   * Powerful readers find deeper meanings in texts by thinking about the significance of character’s perspectives on the possible meanings of the story.   (pp. 106-107, 111)  4.RML.6-14 |

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| **WORKSHOP CALENDAR FOR:** | 4th grade Reading Unit 6 | Dates: Feb 28-Mar. 19 |
| **Unit of Study: Unit 6** | Interpretation Text Sets |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  |  | 28  Powerful readers realize that the stories we read are about ideas by analyzing their journals/notebooks for ideas and life lessons they see in them.  4.RML.6-1 | 1  Powerful readers pay attention to pivotal moments in stories by determining when characters experience strong emotions and/or make critical choices. 4.RML.6-2 |
| 4  Powerful readers back up their original ideas by providing evidence from the text. 4.RML.6-3 | 5  Powerful readers compare texts that have similar themes by recalling texts they have already read and remain alert to new texts that seem to deal with similar ideas/issues or themes.4.RML.6-4 | 6  Powerful readers understand that stories with the same theme may focus on differences by investigating how the differences affect the meaning. 4.RML.6-5 | 7  Readers begin to analyze texts by developing charts that list titles, issues, themes and characters that help them to revisit important parts of the texts. 4.RML.6-6 | 8  Powerful readers analyze the differences in characters by paying attention to their backgrounds, relationships, pressures, perspectives, and how they respond to trouble 4. RML.6-7. |
| *11*  Powerful readers learn invaluable lessons by comparing themselves to characters and allowing the characters in our stories to change how we think, feel and act in the world. 4.RML.6-8 | 12  Powerful readers access all of their skills from the moment that they begin reading by processing what is happening in the story and continuing to add new information/insights. 4.RML.6-9 | *13*  Powerful readers allow the texts we read to affect us in powerful ways by paying attention to the objects that are repeated in our texts and working to understand the deeper significance that these objects may hold. 4.RML.6-10 | 14  Powerful readers think and talk about the potential meaning (symbolism) of a story title by reflecting on it part way through their reading, and at the end. 4.RML.6-11 | 15  Powerful readers consider the possible meanings of unexplained details in texts by being alert to them. (foreshadowing) 4.RML.6-12 |
| *18*  Powerful readers consider the significance of repetition (repeated moments) in texts by being alert for them. 4.RML.6-13 | *19*  Powerful readers find deeper meanings in texts by thinking about the significance of characters’ perspectives on the possible meanings of the story. 4.RML.6-14 |  |  |  |

**4th grade Unit 4 Assessment Checklist**

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| Unit: 6 *Interpreting Text Sets* |

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| Name | I can determine a theme of a story. |  | I can compare texts with similar themes. | | I can discuss character motivation and perspective. | | I can identify symbolism in texts. | I can provide textual evidence for my inferences of a text.I can | **Notes** |
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| **Unit 6 Mini Lesson 1** |

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Considering the implications of the stories |
| **Teaching point:** | Powerful readers analyze their journals and notebooks by looking at the big ideas and life lessons that appear in the stories, keeping in mind that often there is more than one big idea in a story. |
| **Catchy Phrase** | Powerful readers realize there are life lessons in the stories they read |
| **Text:** |  |
| **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.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. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, today we are going to talk about interpreting texts. For the next few weeks, we are going to be reading closely which means we’re going to be zooming in to what the author is really saying. So when we are looking closely at what we’re reading, sometimes there is more than one meaning, and sometimes the meaning is hidden in something we refer to as symbolism, which is one of the things you will be learning about in this unit. Symbolism is like when you think of a fence, the fence may be dividing much more than just two yards, it could be a symbol for segregation such as the Blacks and Whites during the time of the civil rights movement. Or a tree which can represent strength such as staying grounded or even your family in which each member of your family belongs to a branch in the tree.  Today, I want you to know that stories have the power to teach us life lessons as well as changing our lives. We can learn from the mistakes and triumphs that the characters in our books experience. Keep in mind that based on our own experiences these events will influence each of us differently. Remember,powerful readers analyze their journals and notebooks by looking at the big ideas and life lessons that appear in the stories, keeping in mind that often there is more than one big idea in a story. |
| ***Teach:***  Today we are going to be looking at the notes that you have taken in your reading journals. We will be looking for similarities and differences in themes. Remember a theme is about the big ideas of the book or story. Some stories have similar themes but they occur with different characters and may be in different times and places. But first, we are going to be looking at the books that we have read together and discuss the similarities and differences found in the big ideas and life lessons. (Teacher has prepared a T-chart on chart paper or the overhead projector/ELMO to chart the similarities and differences.) Remember, Powerful readers realize there are life lessons in the stories they read. |
| ***Active Involvement:***  Have students turn to an elbow partner and talk about a lesson that they have learned in their life. (If students have a journal you can follow the next steps) Nowit’s your turn to read through your journal and look carefully at your notes about the big ideas and life lessons. I want you to look at the big picture, not just one little detail. See if you can find any similarities or differences from one story to another. Please go back to your own table and use the T-chart that I showed you earlier to map out your notes of the big ideas from your reading. Remember, Powerful readers realize there are life lessons in the stories they read. |
| ***Link:***  What I would like you to do today when you analyze your notes is to think: Powerful readers realize there are life lessons in the stories they read which can be the big ideas, therefore, reconsider stories that you have lived or read, and rethink them in terms of the lessons or ideas they suggest. Keep in mind that good stories are about more than one idea. There may be many possible meanings in a story. |
| **Mid-Workshop Teaching Point:**  Powerful readers realize there are life lessons in the stories they read |
| **Share:**  Come back to the carpet with your T-charts and share with partners. (The teacher may seek out excellent examples to share with the class.) |
| **Notes:** |
| **Materials**:  T-chart, chart paper, markers |

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| **Unit 6 Mini Lesson 2** |

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Considering the Implications of Stories |
| **Teaching point:** | Powerful readers pay attention to pivotal moments in stories by determining when characters experience strong emotions and/or make critical choices. |
| **Catchy Phrase** | Powerful readers pay attention to their characters emotions and how they make critical choices. |
| **Text:** | **Shiloh by Phyllis Reynolds Naylor** |
| **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.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. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, yesterday we talked about interpreting texts and about how powerful readers realize there are life lessons in the stories they read. For the next few weeks, we are going to be reading closely which means we zoomed in to what the author is really saying.  Today we are going to focus on the characters emotions. We will pay attention to moments in stories when characters experience strong emotions and or when they make critical choices. We will experience how pivotal characters’ emotions or important decisions can lead the story into a new direction.  When a character’s emotions change or climax each of these moments in a story, can help us make more than one interpretation and construct more than one idea that may be significant. As we read and note the changes in emotions or the decision of our characters we must also remain open as we move through the book to see how our ideas play out. |
| ***Teach:***  Today we are going to be looking at the notes that you have taken in your reading journals. We will be looking for times when the characters emotions have changed. Remember that when characters’ emotions change they can be pivotal to the story. “Powerful readers pay attention to their characters emotions and how they make critical choices.” Let’s look at books that we have read together. (teacher has prepared a T-chart of on chart paper or overhead projector/ELMO to chart the times when a character’s emotions have changed, and what pivotal changes in the story have taken place.) “Remember that power readers pay attention to their characters emotions and how they make critical choices.”  For example in the book “Shiloh,” Marty laughs and plays with Shiloh. He sees how worn out Shiloh’s collar is and how his ribs are notably on display and FEELS sorry for him. Here the story takes a PIVOTAL turn in the story. Marty “DECIDES” to take him home. (Chart with the whole class the emotions that Marty experiences and how they are pivotal to the story and the decision that Marty makes. Follow example below.)   |  |  | | --- | --- | | **Marty’s Feelings change** | **Pivotal to the story** | | -Marty feels sorry for Shiloh (ribs showing and collar old and falling apart) Chapter 1.  -First time Marty’s arms are around Shiloh for the first time. He feels warm. Chapter 2.  -Judd kicks Shiloh, and Marty justifies how much he dislikes Judd. Chapter 2  -Marty feels that Shiloh is disappointed in him for returning him to Judd. When he had promised to take care of him. Chapter 3 | -Marty secretly decides to keep Shiloh. The relationship between them grows.  -Marty decides to become a vet. He wants to take care of animals. (This sets the tone for the story on how Marty will be Shiloh’s advocate. )  -Marty decides that he will not tell Judd if he sees Shiloh again. (This is when he decides that Judd doesn’t deserve to keep Shiloh)  -Marty decides to buy Shiloh for Judd. He decides that Shiloh will be his dog. | |
| ***Active Involvement:***  Have students turn to an elbow partner and talk about their own books and what types of feelings that their characters have experienced through out the story. Do the changes in emotions demonstrate a direct influence in the story? Discuss with your partner.  Remember that, “powerful readers pay attention to their characters emotions and how they make critical choices.” (have students use their journals to create a T-chart as the example t-chart used with the whole class). The student need to review their books (past read chapters) and note the feelings that they notice their characters (focus on one character) have experienced through out the chapters that they have read. Have them fill in the T-chart with the feelings on one side and the decision or pivotal moments on the other side. |
| ***Link:***  What I would like you to do today when you analyze your notes is to think: “Powerful readers pay attention to their characters emotions and how they make critical choices.” Keep in mind that our character’s emotions can tell us about important moments in the story. It can warn us about something coming or just keep us wondering about what’s coming. We have to stay open to what’s coming and see how our ideas play out throughout the story. |
| **Mid-Workshop Teaching Point:**  Powerful readers stay open and keep moving through a book, seeing how our ideas play out. Powerful readers collect evidence throughout the story to justify the ideas that they have formed. |
| **Share:**  Come back to the carpet with your T-charts and share with partners. (The teacher may seek out excellent examples to share with the class.) |
| **Notes:** |
| **Materials**:  T-chart, chart paper, markers, Shiloh book by Phyllis Reynolds Naylor |

**Unit 6 Mini Lesson 3**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Considering the implications of the stories |
| **Teaching point:** | Powerful readers back up their original ideas by providing evidence from the text. |
| **Catchy Phrase** | Powerful readers support their ideas with evidence. |
| **Text:** | **Shiloh by Phyllis Reynolds Naylor** |
| **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.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. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, yesterday we talked about how “powerful readers pay attention to their characters emotions and how they make critical choices.” We learned that the emotions that the characters experience can be pivotal to the story or can dramatically change the direction of the story.  Today, we are going to talk about how “powerful readers support their ideas with evidence.” As we engage in reading stories and begin to create ideas about the stories, we must support our ideas with evidence from the text. We have to ask ourselves questions that can help us justify our ideas. For example, as we read Shiloh, we created some ideas about Marty and Shiloh and the other characters in the story. Now, we have to support those ideas with actual information from the text. (Use previous T-chart and add one column adjacent to it with a new title for evidence. See example below)   |  |  |  | | --- | --- | --- | | **Marty’s Feelings change** | **Pivotal to the story** | **Evidence** | | -Marty feels sorry for Shiloh (ribs showing and collar old and falling apart) Chapter 1.  -First time Marty’s arms are around Shiloh for the first time. He feels warm. Chapter 2.  -Judd kicks Shiloh, and Marty justifies how much he dislikes Judd. Chapter 2  -Marty feels that Shiloh is disappointed in him for returning him to Judd. When he had promised to take care of him. Chapter 3 | -Marty secretly decides to keep Shiloh. The relationship between them grows.  -Marty decides to become a vet. He wants to take care of animals. (This sets the tone for the story on how Marty will be Shiloh’s advocate.)  -Marty decides that he will not tell Judd if he sees Shiloh again. (This is when he decides that Judd doesn’t deserve to keep Shiloh)  -Marty decides to buy Shiloh for Judd. He decides that Shiloh will be his dog. | -Pg. 13 (collar)  pg. 14 (ribs showing)  -pg.16 (bonding w/Shiloh)  -pg. 20-22(hugs Shiloh 1st time, vet dreams)  -pg.27 (Marty’s fake promise to tell Judd about Shiloh if he sees him again)  -pg.28 (Marty decides to buy Shiloh) | |
| ***Teach:***  Today we are going to review our work from yesterday as we just did together and as “Powerful readers we will support our ideas with evidence.” We are going to find evidence for the ideas that we have formed about the stories we are reading. |
| ***Active Involvement:***  Have students turn to an elbow partner and talk and share their journals with some of the ideas that they formed yesterday about the emotions of their characters and how they emotions influenced the story and have them discuss if they can recall the chapter that helped them create the idea.  (If students have a journal you can follow the next steps) Nowit’s your turn to read through your T-chart from yesterday and add one column to the left with a new title as “Evidence.” (have students add a column as you did as a class, for evidence). Then have the students, review the previous read chapters and find evidence for the ideas that they have recorded on the T-Chart (now the H-Chart). |
| ***Link:***  What I would like you to do today when you analyze your notes is to think: Powerful readers support their ideas with evidence.  Ask yourselves:   * Does the connection between that (text) and your idea hit you over the head? * Does it seem totally obvious? |
| **Mid-Workshop Teaching Point:**  We know that “Powerful readers support their ideas with evidence.” Usually it helps to think of another example from the text or to say more about why this example seems so relevant. |
| **Share:**  Come back to the carpet with your T-charts turned into H-charts and share with partners. (The teacher may seek out excellent examples to share with the class.) |
| **Notes:** |
| **Materials**:  T-chart, H-chart, chart paper, markers, Shiloh book by Phyllis Reynolds Naylor |

**Unit 6 Mini Lesson 4**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Goal:1 Considering the implications of stories  Goal: 2 Themes may be the same across books, but they’re usually developed differently.  Goal:3 Symbolism and literary devices and their relationship to the meanings and themes of stories. |
| **Teaching point** *(Kid language!)*: | Powerful readers compare texts that have similar themes by recalling texts they have already read and remain alert to new texts that seem to deal with similar ideas/issues or themes. |
| **Catchy phrase:** | Powerful readers compare themes and remain alert to new text with similar themes. |
| **Text:** | Fly Away Home by Eve Bunting & Those Shoes by Maribeth Boelts |
| **Chart(?):** | Venn Diagrams (teacher creates Venn Diagram on chart paper for class discussion) |
| **Standard:** | 4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the 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.  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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday, we learned how powerful readers back up their original ideas by providing evidence from the text. Today, we will continue learning how to excel as powerful readers. Powerful readers compare texts that have similar themes by recalling texts we have already read and we will remain alert to new texts that seem to deal with similar ideas/issues or themes.  **“Powerful readers compare themes and remain alert to new text with similar themes,”** *this helps us as readers study and compare texts. As powerful readers, we will continue reading as we analyze and talk about books that we’ve read before. We will analyze and talk about these books in the context of other books that we have already read, by putting the books alongside each other that we think are related. We will analyze the nuances (details) in how these stories are different as well as similar.*  *\*(Important Note to Teacher) must read both books to class aloud “Those shoes” and “Fly Away Home”* |
| ***Teach:***  *Just as stories are about more than one idea, ideas live in more than one story. We can find the same idea across different texts-stories, nonfiction and even our life stories. As powerful readers we will begin to compare texts that share similar themes, recalling texts we’ve already read and remaining alert to new texts, both literary and non-fiction that seem to deal with similar ideas, issues, or themes. (Pg. 110)*  “Let’s begin a Venn Diagram to compare themes between ‘Those Shoes” and “Fly Away Home’”. (Teacher draws a big Venn Diagram on chart paper to plot information with the students. Discuss the two read aloud books with the class and lead students to filling in theme information that both books share. Fill in information that each book contains.)    Teacher Talk:  *“For example, Authors may send their characters on strikingly (or at least somewhat) different journeys toward addressing and resolving a similar issue or have them (and readers through them) learn variations of the same life lesson. For example, in both “Those Shoes and Fly Away Home, the main characters must learn to go without something they desperately want.*  ***Theme for Both books:***  *Both being two families that struggle financially. And both boys learn to give up – at least for now-the dream of having something.*  ***Those Shoes:***  *For one boy it’s a pair of designer shoes, for the other it’s a home. The latter may seem a much larger want, but to Jeremy, those shoes mean so much more than a pair of shoes. And yet the paths these two boys follow toward dealing with not having what others around them have diverge. Jeremy (Those Shoes) comes close to getting what he wants, only to discover that it isn’t really possible to use the shoes himself (they are a size too small),and instead , gives them to his friend, for whom the shoes are a perfect fit. We might say that Jeremy learns (and we learn, too) that making someone else’s dream come true may not take away our own longing but can fill something else inside of us.*  ***Fly Away Home:***  *Meanwhile, in Fly Away home, Andrew never comes close to getting out of the airport; he and his dad scrape together money for small things like food, but aren’t anywhere near to having the money to rent an apartment. But Andrew finds hope in a little bird that manages, after many tries, to free itself from the airport, and he begins to take small steps toward helping his dad save. One lesson here might be that working toward a dream is sometimes enough to keep you going.*  ***Theme for Both Books:***  *The point is that both of these stories address some of the same themes, but the journeys the characters take are different. (LC Pg. 108)”*  **“Powerful readers compare themes and remain alert to new text with similar themes,”** so, let’s think about a third book that may have a similar themes as “Those Shoes” and “Fly Away Home.” **(**Have the students think pair share. The students will use the sentence frames below to discuss similar themes.) |
| ***Active Involvement:***  Think/ pair/ share: (the students recall two books with similar themes and discuss with a partner using the following sentence frames.)  1. One idea this book suggest is ….  2. One example that shows (this idea) is … because…  3. Another example that shows (this idea) is … because…This makes me realize/think that …  5. I used to think this book was about … because…  6. Now, I think this book is about … because… This makes me realize/think that…  7. These two books are similar because they both teach that…  8. On the one hand, though in the first book…  9. On the other hand, in the second book…this makes me realize/think that… |
| ***Link: How do two or three different books advance the same theme differently?*** |
| **Mid-Workshop Teaching Point:**  *Just as stories are about more than one idea, ideas live in more than one story.* |
| **Share:**  The students will share similar ideas and themes that they found in two or more books using one of the above sentence frames. |

**Unit 6 Mini Lesson 5**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Goal:1 Considering the implications of stories  Goal: 2 Themes may be the same across books, but they’re usually developed differently.  Goal:3 Symbolism and literary devices and their relationship to the meanings and themes of stories. |
| **Teaching point** *(Kid language!)*: | Powerful readers understand that stories with the same theme may focus on differences by investigating how the differences affect the meaning. |
| **Catchy phrase:** | Powerful readers know that books with the same theme have differences that affect the meaning. |
| **Text:** | Fly Away Home by Eve Bunting & Those Shoes by Maribeth Boelts, Number the Stars and Long Way Gone |
| **Chart(?):** | Venn Diagram ( teacher created from Lesson 4-Filled out) |
| **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 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.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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *Yesterday we learned that “Powerful readers compare texts that have similar themes by recalling texts we have already read as we remain alert to new texts that seem to deal with similar ideas/issues or themes.” Today, we will learn that powerful readers understand that stories with the same theme may focus on* ***differences by investigating how the differences affect the meaning.*** |
| ***Teach:***  As readers we will find that stories may share the same themes, but may have many differences between stories that are worth studying. One difference we may focus on is setting-differences in the time and place where stories happen. **“Powerful readers know that books with the same theme have differences that affect the meaning.”**  **(Teacher Note:** Give summary of each book (Number the Stars and Long Way Gone) to students, bring up a copy of each book for students to see or project on the screen a picture of both books first page**. )**  *(study the classroom Venn Diagram chart developed in lesson 4, Study the classroom chart that documents these themes intently, perhaps holding up some of your read-aloud texts as you demonstrate for example “Those Shoes and Fly Away Home”)*  *“You know, I’m realizing that while some of these stories have the same theme, there is also a lot of differences in these stories that have the same theme. I now that when I think people are the same, it turns out that I can usually learn a lot from how we’re different as well. For example,*  ***Number the Stars:***  *For instances, some of our stories showed that war makes kids grow up fast. And that’s true. But the war that Annemarie endures in “Number the Stars” is really different than the one that Ishmael Beah Suffers in “Long Way Gone”, which I’ve been Reading. In Number the Stars, the war came somewhat slowly to Annemarie, and she changed rapidly for a child, but she still had time to make sense of what was happening around her. She grew up fast, but she could it.*  ***Long Way Gone:***  *Whereas, in Long Way Gone, the war comes almost as if he can’t grow fast enough-there’s no way to make sense of what is happening.*  ***Both Books:***  *All this is making me realize that it will be worth studying what’s different in stories that are linked thematically, and seeing what it makes us realize. One way to study those differences is to study what’s different about the setting.* |
| ***Active Involvement:***  *Think Pair Share and fill out a Venn Diagram of two books that share a theme. The students will analyze their books’ themes and will fill in their Venn Diagram.* |
| ***Link:*** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

**Unit 6 Mini Lesson 6**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Analyzing Differences: Becoming a More Detailed Reader |
| **Teaching point:** | Powerful readers understand that stories with the same theme may focus on differences by investigating how the differences affect the meaning. 4.RML.6-5 |
| **Catchy Phrase** | “Powerful readers compare stories with the same theme and focus on differences for meaning.” |
| **Text:** | **The Tale of Despereaux, Kenny and the Dragon** |
| **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.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. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, today we are going to talk about how, “Powerful readers compare stories with the same theme and focus on differences for meaning.” We will see how these two books have the same themes woven into their stories but have some significant differences. The differences can help us understand the stories better.  Today, we will revisit old stories that we have read before and find if our new thinking will reveal some new ideas about the stories within books that share the same themes. (you can demonstrate how to leaf through the pages of your reading notebook and reminding them of earlier books you’ve read and of ideas you had in those books.) |
| ***Teach:***  Today we are going to be looking at the notes from two books that you have read with the same themes and compare their similarities and differences. As we reread old stories in our notes and in our books we will have new insights and new understandings of the stories remembering that “powerful readers compare stories with the same theme and focus on difference for meaning.” (Choose books with the same themes and use Box & T-chart to compare and contrast books). For example, we read “Despereaux,” and “Kenny and the Dragon.” Let’s think and note the theme similarities in Despereaux and in Kenny and the Dragon.   |  |  | | --- | --- | | Similarities: Both books focus on:  Themes: Bravery, the love of reading books, adventure, family dynamics, expectations, love, friendship, supporting each other | | | Despereaux (picture) | Kenny and the Dragon (picture) | | (Main character) Mouse  Odd mouse/doesn’t fit in mouse community  No family support (\*\*SIGNIFICANT DIFFERENCE)  Self motivated (\*\*SIGNIFICANT DIFFERENCE)  Etc… | (Main character) Rabbit  Odd Rabbit/Loner  Family support (\*\*SIGNIFICANT DIFFERENCE)  Parents & Friends motivate (\*\*SIGNIFICANT DIFFERENCE)  Etc… | |
| ***Active Involvement:***  Have students turn to an elbow partner and talk about the themes that they have noticed in their two stories. (If students have a journal you can follow the next steps) Nowit’s your turn to read through your journal and look carefully at your notes about the themes and differences. I want you to look at the big picture, not just one little detail. See if you can find any similarities or differences from one story to another. Please go back to your own table and use the box &T-chart that I showed you earlier to map out your notes of the big ideas and pull out the themes that you notice in each story. Remember, “Powerful readers compare stories with the same theme and focus on difference for meaning.” |
| ***Link:***  What I would like you to do today when you analyze your notes is to think: “Powerful readers compare stories with the same theme and focus on differences for meaning.” |
| **Mid-Workshop Teaching Point:**  “Powerful readers compare stories with the same theme and focus on differences for meaning.” Note and analyze the nuances in how these stories themes are the same and how their differences are significant. |
| **Share:**  Come back to the carpet with your Box & T-charts and share with partners. (The teacher may seek out excellent examples to share with the class.) |
| **Notes:** |
| **Materials**:  Box & T-chart, chart paper, markers, Despereaux book, Kenny and the Dragon book |

**Unit 6 Mini Lesson 7**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Themes may be the same across books, but they’re usually developed differently |
| **Teaching point:** | **Powerful readers analyze the differences in characters by paying attention to their backgrounds, relationships, pressures, perspectives, and how they respond to trouble.** |
| **Catchy Phrase** | Powerful readers analyze the differences in characters**.** |
| **Text:** | Oliver Button is a Sissy by Patricia Polacco and Clover |
| **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.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the 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 4 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. |

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| **Mini- Lesson: (**7-10 minutes total)  **Connection*:*** *(1-2 min.)*  Boys and girls, yesterday we learned powerful readers make charts to help us quickly recall texts so it is easier to analyze them. Today we are going to analyze how the characters of stories that share the same theme are different and how their differences affect how the story develops because **powerful readers analyze the differences in characters by paying attention to their backgrounds, relationships, pressures, perspectives, and how they respond to trouble.** |
| **Teach:**  I am going to share with you part of the storyOliver Button is a Sissy*.* The big ideaof this story is kids don’t always believe the same things as their parents. (Read pages 5-19 to the class.) Let’s analyze how his beliefs are different than his parents’ beliefs by how he responds to trouble**. Remember, powerful readers analyze the differences in characters.**  (As you share your thoughts aloud to the students, make a chart to show your responses. ) Oliver is quiet about his determination. He openly defies his dad’s urge that he play “any kind of ball”, but he does not show his defiance by arguing, instead he asks for dance lessons. Also, he does not ask for help when some boys bully him.   |  |  |  | | --- | --- | --- | | **Character** | **Trait** | **Response (evidence)** | | Oliver | defiant | Does not play ball like his dad wants him too. Wants dance lessons instead. | |  | determined | Gets his parents to allow him to have dance lessons | |  |  | Ignores the kids who bully him | |  | respectful: Does not argue with his dad | | |
| **Active Involvement:**  Now it’s your turn! You are going to get a chance to analyze a character in another story because **powerful readers analyze the differences in characters.**  Do you remember reading Shiloh this year? In that story, Marty goes against his parents’ wishes because he is supposed to take Shiloh back to his owner, Jed, but instead hides him in the woods.  Read pages \_\_\_\_\_\_ with your assigned partner. Then, in your journal, set up a chart like I did for Oliver Button is a Sissy. Fill in the character traits he has like defiant and determined. Then, cite some evidence from the story to show how he was defiant and determined during this part of the story. |
| **Link:**  As you read today, use a sticky note to mark in your book some character traits a character in your story has and the page that has evidence to support that trait**. Remember, powerful readers analyze the differences in characters by paying attention to their backgrounds, relationships, pressures, perspectives, and how they respond to trouble.**  (Students can also record this in a journal. If they are in a book club, have them make a chart of the main character’s traits throughout the story and responses/evidence of that trait. Have them include the page number their evidence is from.) |
| **Mid-Workshop Teaching Point:**  Powerful readers pay attention to their characters’ backgrounds, relationships, pressures, perspectives, and how they respond to trouble. |
| **Share:**  Have some students share with the class how Oliver and Marty were similar and different. OR they can share how a character in the story they read today reacted differently than Shiloh or Marty did when they experienced trouble. |
| **Notes:**  \* Read the rest of Oliver Button is a Sissy before the next lesson so students are ready to discuss how we learn invaluable lessons about ourselves and our lives from the big ideas in texts. |
| **Materials**: |

**Unit 6 Mini Lesson 8**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Themes may be the same across books, but they’re usually developed differently |
| **Teaching point:** | Powerful readers learn invaluable lessons by comparing themselves to characters and allowing the characters in our stories to change how we think, feel and act in the world. |
| **Catchy Phrase** | Powerful readers learn invaluable lessons from their characters. |
| **Text:** | Oliver Button is a Sissyby Tomie dePaola*;* Thank You, Mr. Falkerby Patricia Polacco (read prior to this 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 actions.) |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Boys and girls, yesterday we learned about Oliver Button by looking at his background, relationship, pressure, perspective, and how he responded to trouble. I finished reading Oliver Button is a Sissy during Read Aloud this morning and in a bit I want you to think about how Oliver changed and remember: – **Powerful readers learn invaluable lessons by comparing themselves to characters and allowing the characters in our stories to change how we think, feel and act in the world.** **Powerful readers learn invaluable lessons from their characters!** |
| ***Teach:***  *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  You know, I’ve read many books over the years. Some of the ones that have helped form who I am are books with teachers as characters. For example, when reading about Helen Keller, her teacher, Annie Sullivan, was determined to teach Helen to read and write, even though Helen couldn’t see or hear. Ms. Sullivan was firm and never gave up, even when Helen threw tantrums and wasn’t respectful at all! As Helen grew and learned from Ms. Sullivan, both characters proved to be diligent, hard-working, educated and successful women, who learned from each other and made the world a better place. Another teacher character with similar traits is Mr. Falker, from Thank You, Mr. Falker. He recognized that Trisha hadn’t received the help that she needed and worked hard to give her the tools she needed to be successful. My parents were both teachers, so the idea of teaching wasn’t new. However, as I read about other teachers, I knew that I could make a difference in people’s lives, too. In fact, I want to share the passages that moved me about Mr. Falker (pages aren’t numbered): when they first meet Mr. Falker through the next page where he shows off Trisha’s picture. Begin reading again where Mr. Falker has Trisha draw letters on the board, tells her that she is not ‘tonta’ and promises her that he will teach her to read. Remember: **Powerful readers learn invaluable lessons by comparing themselves to characters and allowing the characters in our stories to change how we think, feel and act in the world.** **Powerful readers learn invaluable lessons from their characters!** |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Please turn to your elbow partner and share a character that changed during the story and how your ideas changed because of the character’s changes. Could this be like the ones that influenced me, where you might be thinking about a future career? Think about conflicts or problems and how the characters handled those particular situations. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Now I’d like you to go back to your seats and as you read about one of the characters, look at the ways he or she changes. Remember: **Powerful readers learn invaluable lessons by comparing themselves to characters and allowing the characters in our stories to change how we think, feel and act in the world.** **Powerful readers learn invaluable lessons from their characters!**  I’d like you to write your thoughts and findings about your characters’ feelings and changes in your reading journals. |
| **Mid-Workshop Teaching Point:**  **Powerful readers learn invaluable lessons by comparing themselves to characters and allowing the characters in our stories to change how we think, feel and act in the world.** **Powerful readers learn invaluable lessons from their characters!** |
| **Share:** Before we leave, let’s share what you found. |
| **Notes:** |
| **Materials**: |

**Unit 6 Mini Lesson 9**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Themes May Be the Same across Books, but They’re Usually Developed Differently |
| **Teaching point:** | Powerful readers access all of their skills from the moment that they begin reading by processing what is happening in the story and continuing to add new information/insights. |
| **Catchy Phrase** | “Powerful readers use all their reading skills from beginning to end to develop insights.” |
| **Text:** | **Reading Street/Letura** |
| **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 actions).  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. |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:***  Boys and girls, yesterday we talked about how “powerful readers learn invaluable lessons by comparing themselves to characters and allowing the characters in our stories to change how we think, feel and act in the world.” We also experienced how “Powerful readers learn invaluable lessons from their characters!”  Today, we are going to talk about how “Powerful readers access all of their skills from the moment that they begin reading by processing what is happening in the story and continuing to add new information/insights.” As we read, we need to, “use all our reading skills from beginning to end to develop insights.”  Today, I want you to know that powerful readers continuously “use all their reading skills from beginning to end to develop insights.” As of today, you have learned many reading strategies and as we continue to learn new reading strategies, we don’t drop one for the other… or forget about the previous reading strategies that we learned. We simply have a bigger bag of strategies to build off of. We have more tools to support us. For example, if we were basketball players who have been practicing dribbling and throwing drills, we would find in a game that we do all of the work automatically, while simultaneously processing who is where on the court, the amount of time left in the quarter, and where the ball is going. A reader takes all the parts of the story as it comes in, now with increased alertness and expertise and thus increased responsiveness to understand the story better. |
| ***Teach:***  Today, we are going read short stories and we will “use all our reading skills from beginning to end to develop insights” about the story. You will chose a short story from “Reading Street” and read through the entire story. You will use all your reading strategies to help you understand the story from beginning to end. This will allow you to develop insights about the story. For example, we begin to ask ourselves early on, “what is this story beginning to be about?” (Create a box and bullets chart to track reading strategies and ?’s that the readers should be engaging in/with. Quickly review the bullet points with the students.)   |  | | --- | | What is this story about? |  * We begin to track ideas. * We collect moments along the way that support those ideas. * We recall other stories we’ve read and we think and talk about how the story we are reading compares to those. * We weigh our own lives and decisions with those the characters make. * We have epiphanies where we are struck with possible life-lessons that books leave use with. * As the books we read get more complicated, things are not always what they seem. * Characters who appeared thrust worthy may not be, and thus their relationship to themes and lessons they demonstrate will shift.   Just like the basketball player uses all their strategies at the same time to score, we are that basketball player weaving with grace and power through complicated courts of deception, tricks and opposition. We keep in mind that we need to collect all our strategies and moments that we experience while reading to score. As powerful readers, “we use all our reading skills from beginning to end to develop insights.” |
| ***Active Involvement:***  (Have students turn to an elbow partner and talk about questions that they ask themselves while reading.)   * What are some new questions or strategies that they may want to use while reading? (before reading) * What are some questions or strategies that you used while reading that helped you develop an insight about the story? (after reading) |
| ***Link:***  What I would like you to do today when you analyze your notes is to think: “Powerful readers use all their reading skills from beginning to end to develop insights.” Collect the moments in the story and track those ideas that are important. Connect with the story by remembering other stories that are similar. Did any characters remind you of your own actions or problems? |
| **Mid-Workshop Teaching Point:**  Something to remember is that sometimes things are not what they seem in stories when reading more complicated stories. Ask yourselves more questions, to assure that you are tracking the story. |
| **Share:**  Come back to the carpet and let’s share some of the insights that you had while reading. (Chose couple of students to share)  What in the story made you think that? Any epiphanies while reading? Connections to characters’ decisions?  Remember that powerful readers “use all their reading skills from beginning to end to develop insights, about what they read.” |
| **Notes:** (abstract ideas may need to be repeated for students to connect with, see bullets above) |
| **Materials**:  Box & Bullets, chart paper, markers, Reading Street Textbooks |

**Unit 6 Mini Lesson 10**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Considering the implications of the stories |
| **Teaching point:** | Powerful readers allow the texts we read to affect us in powerful ways by paying attention to the objects that are repeated in our texts and working to understand the deeper significance that these objects may hold. |
| **Catchy Phrase** | “Powerful readers are affected by text in powerful ways. They pay attention to repeated detail/symbols and find significance.” |
| **Text:** | **The Giving Tree by Shel Silverstein/El Arbol Generoso por Shel Silverstein**  **The Circuit by Francisco Jimenez/Cajas de Carton por Francisco Jimenez** |
| **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.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. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Good Morning, girls and boys! Yesterday we practiced how “Powerful readers access all of their skills from the moment that they begin reading by processing what is happening in the story and continuing to add new information/insights.” We compared ourselves to basketball payers and how they use all their training skills during the game to score. We as readers do the same. We use all our reading skills from beginning to end of a story to develop insights.” We ended up taking all parts of the story with an increased awareness and an increased responsiveness.  Today we are going to practice how “Powerful readers allow the texts, we read to affect us in powerful ways by paying attention to the objects that are repeated in our texts and working to understand the deeper significance that these objects may hold.” As power readers we allow ourselves to be affected by the text in powerful ways. We pay attention to repeated details or symbols and find significance. |
| ***Teach:***  Boys and girls, as we read we pay attention to details in the story that may carry significant meaning. We can see and say that objects, for instance have symbolic importance. For example, in the book “The circuit” by Francisco Jimenez, we can find tons of symbolic references that carry significant meaning. In the beginning of the story the author begins to explain how his father and mother plan to move to California from Mexico. The author begins by describing a detail about his father. Let’s review the chart together (Make an anchor chart with boxes and bullets for each sentence with symbolism. See example below)   |  | | --- | | “papa’s eyes sparkled whenever he talked about it with mama and his friends” (pg. 1). |  * What do you think “papa’s eyes sparkled whenever he talked about it with mama and his friends.” means in this description? * Why did his father’s eyes sparkle every time he talked about the move?   + (his eyes’ sparkle meant the Hope for a better living for him and his family.)   Now, lets look at one more description full of symbolism in The Circuit. On page 1   |  | | --- | | “Once we cross la frontera, we’ll make a good living in California,” he would say, standing up straight and sticking out his chest. |  * What do you think that “standing up straight and sticking out his chest means?   + Pride * Why is this detail important for the author to add in the story?   + It’s important to add this detail to the story because it’s a symbol of pride for the father. He believes that he will become an amazing provider for his family.   I’m going to read aloud “The Giving Tree by Shel Silverstein,” because this book is filled with details and symbols that are full of meaning. (read The Giving Tree aloud) As I read, I invite you to identify the symbols that this story uses and I also invite you to write down what you believe it means in the story. (have the students use clipboards, lined paper and pencil to create a box and bullets, see example below)   |  |  |  | | --- | --- | --- | | The Giving Tree by Shel Silverstien | | | | Tree/Provider | Tree/Friend | Tree/Parent | | * Apples to eat * Branches to build a house * Trunk to build a boat * Stump to sit on * Vines to swing from * Shade to sit in | * Selfish love (boy) * Unselfish love (tree)   Apples/money  Branches/house  Trunk/boat  Boy needed more and more/Tree gave more and more | * Self sacrifice * Taken or granted |   Now that I have read the story and you all have taken notes… let’s discuss what we think. |
| ***Active Involvement:***  Turn to your elbow partner and share the symbolic elements that you identified while I read the story. (student share the symbols that they used. “apples=money, food, security.”) |
| ***Link:***  Remember that “Powerful readers are affected by text in powerful ways. They pay attention to repeated detail/symbols and find significance.” |
| **Mid-Workshop Teaching Point:**  Remember that in good stories details matters. What are some of the details that you have noticed that have significant meaning? Powerful readers reconsider the significance of objects and moments that seemed mysterious before. In good stories details matter! |
| **Share:**  Come back to the carpet with your box and bullets chart and share with partners. (The teacher may seek out excellent examples to share with the class.) |
| **Notes:** |
| **Materials**:  Box & bullet chart, chart paper, markers, The Giving Tree by Shel Silverstein and The Circuit by Francisco Jimenez. |

**Unit 6 Mini Lesson 11**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Symbolism and Literary Devices and Their Relationship to the Meanings and Themes of Stories |
| **Teaching point:** | Powerful readers think and talk about the potential meaning (symbolism) of a story title by reflecting on it part way through their reading, and at the end. |
| **Catchy Phrase** | Powerful readers reflect on the symbolism/meaning of titles. |
| **Text:** | **The Other Side by Jacquline Woodson, Because of Winn Dixie by Kate DiCamillo, Fly Away Home by Bunting** |
| **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.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.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. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, yesterday we learned that “Powerful readers allow the texts we read to affect us in powerful ways by paying attention to the objects that are repeated in our texts and working to understand the deeper significance that these objects may hold.” We experienced how, “powerful readers are affected by text in powerful ways. We pay attention to repeated detail/symbols and find significance,” in the stories that we read.  Today, we will continue working on interpreting text as powerful readers. We will discuss how powerful readers, “Powerful readers reflect on the symbolism/meaning of titles.” The titles are also a detail that we need to consider which carries significance in our stories. Often in our stories a moment comes in our reading when we realize that the title may have significance. Sometimes it is at the end of the story, and sometimes earlier in the story, when we come up to a line, or a scene, that seems to directly refer back to the title. |
| ***Teach:***  Today we are going to be looking at our book boxes for books that we have read in the past. I invite you to reflect on the book titles of book that you have read and search for meaning in the titles. For example, as a class we read “The Other Side, Fly Away Home, Because of Winn-Dixie.” These book titles are deliberate. The authors of these books made sure to title these books with these titles for a reason. They each carry meaning according to the story. (demonstrate with Boxes & Bullets on chart paper. The box should have the title and the bullets will be the symbolism/meaning). I Invite you reflect on the meaning of each of these stories. (give students a few minutes of quiet time to reflect) Let’s talk about these titles. We have read each of these books and understand the story. (briefly review the story with the students, see the description of each story below) What do you think these titles mean? For example, in “Because of Winn-Dixie” why did the author title it “**Because** of Winn-Dixie and not just “Winn-Dixie”? (take serveral student suggestions, and only write down in the bullets the correct meaning for the symbolism of the titles.)   |  |  |  | | --- | --- | --- | | Powerful readers reflect on the symbolism/meaning of titles. | | | | The Other Side (Title)  Clover's mom says it isn't safe to cross the fence that segregates their African-American side of town from the white side where Anna lives. But the two girls strike up a friendship, and get around the grown-ups' rules by sitting on top of the fence together.   * Whites warn about the other side (Symbolism) * Blacks warn about the other side of the fence (Symbolism) * Neither girl is allowed on the other side of the fence. (Symbolism) | Fly Away Home (Title)  A homeless boy who lives in an airport with his father, moving from terminal to terminal trying not to be noticed, is given hope when a trapped bird finally finds its freedom.   * The bird flew home (Symbolism) * The bird found a home. * The boy **hopes** to also find a home. (Symbolism) | Because of Winn-Dixie (Title)  A mischievous dog befriends a lonely young girl in a new town and helps her make new friends.   * **Because** of Winn-Dixie the lonely girl makes friends. (Symbolism) * **Because** of Winn-Dixie the girl finds adventure. * **Because** of Winn-Dixie the girl find herself. |   We have reviewed all these titles and found that the titles of these books have significance according to the story. We also experienced together how, “Powerful readers reflect on the symbolism/meaning of titles.” |
| ***Active Involvement:***  (Have students turn to an elbow partner and discuss a book in their book boxes and their titles. Have students ask each other “Why” questions. The interaction should be engaging/arguing and defending their ideas about what the titles mean.   * Why did they title this book that way? * Why is it significant to the story? * Why did the author think that, that title would capture the story? * Etc…. |
| ***Link:***  What I would like you to do today when you analyze your book titles is to think: “Powerful readers reflect on the symbolism/meaning of titles.” |
| **Mid-Workshop Teaching Point:**  Usually titles have metaphorical significance, often deeply related to possible meanings of the story. The title may give us a glimpse about what the story may be about. |
| **Share:**  Come back to the carpet with your T-charts and share with partners. (The teacher may seek out excellent examples to share with the class.) |
| **Notes:** |
| **Materials**:  Boxes and Bullets-chart, chart paper, markers, Books: Because of Winn-Dixie, The Other Side, and Fly Away Home. |

**Unit 6 Mini Lesson 12**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Symbolism and Literary Devices and Their Relationship to the Meanings and Themes of Stories |
| **Teaching point:** | Powerful readers consider the possible meanings of unexplained details in texts by being alert to them. (foreshadowing) |
| **Catchy Phrase** | Powerful readers are alert to unexplained details. |
| **Text:** | The Miraculous Journey of Edwards Tualane by Kate DiCamillo |
| **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 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.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.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.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. Follow agreed-upon rules for discussions and carry out assigned roles. 3. 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. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, yesterday we learned how, “Powerful readers reflect on the symbolism/meaning of titles.” The titles are also a detail that we need to consider, which carries significance in our stories. We found that the words in the title, “Because of Winn-Dixie,” were very telling about the story. We agreed on how it was important for the author to add the “Because”. Without the “Because” in the title, the title would not be as telling thus powerful for the reader.  Today, we will continue working on interpreting text as powerful readers. We will experience how authors add deliberate hits in the stories for us, as powerful readers to take note of. Adding hints of things that may happen in the background of a story is called “Foreshadowing.” Foreshadowing is a literary device in which a writer gives an advance hint of what is to come later in the story. |
| ***Teach:***  Today, we will discuss some books that we have read together for example (use books that students are familiar with) and we will seek out some of the hints that the author weaved into the story. The author adds (Foreshadowing) hints throughout the story. It often appears at the beginning of a story or a chapter and helps the reader develop expectations about the coming events in a story. There are various ways of creating foreshadowing in a story. “Powerful readers are alert to unexplained details.” An author may use dialogues of characters to hint at what may occur in future. An author may also add an event or action in the story that may throw a hint to the readers about future events or action. Even a chapter title can act as a clue that suggests what is going to happen. Foreshadowing in fiction creates an atmosphere of suspense in a story so that the readers are interested to know more. For example, in The Miraculous Journey of Edwards Tualane by Kate DiCamillo.   |  |  |  | | --- | --- | --- | | Powerful readers are alert to unexplained details/hints/foreshadowing. | | | | Book:   * The Miraculous Journey of Edwards Tualane by Kate DiCamillo | Hint/foreshadowing:   * The Title- *The Miraculous Journey of Edwards Tualane.* | Meaning:   * Foreshadowing that Edward will take some sort of journey. It will be a miraculous or incredible journey. |   (Review different examples of foreshadowing with the students on chart paper with visual tool “Boxes and bullets”)   |  | | --- | | Examples of foreshadowing in stories: | | * Sometimes a future event is mentioned earlier in the story, like a comment about a meeting between characters. The reader already knows that that there are issues that will discussed. * A pre-scene shows something that will reoccur. For example, in a western movie, the good guy enters a bar, has a drink, and leaves. The bad guy scowls and spits on the floor and you know there is definitely more to come between them. * Heightened concern is also used to foreshadow events. A child leaves the house and the parent is overly concerned about them. The child tells the parent not to worry, that everything will be fine. Readers will see this worry as a precursor to danger coming soon. * A gun is a sign of upcoming events. Sometimes it will be hidden in a drawer or glove compartment. * Worry or apprehension of a character also foreshadows. This may be shown with facial expressions, gestures, or words. At this point the readers don’t know what is wrong, but they anticipate finding out. * A character’s thoughts can foreshadow. For example, “I told myself this is the end of my trouble, but I didn’t believe myself.” * Narration can foreshadow by telling you something is going to happen. Details are often left out, but the suspense is created to keep interest. For examples, the character wakes up and the narration talks about how this is going to be the longest day of his life. * Predictions can obviously foreshadow. Examples are the character losing a talisman or reading her horoscope. * Symbolism is often used for foreshadowing. This might be a lone animal, like a bird, or storm clouds. | |
| ***Active Involvement:***  Have students return to their desks and review the books in their book boxes. They need to fill in a boxes and bullets chart as you demonstrated earlier above. Then they will return to the carpet and discuss with their elbow partners.  (Have students turn to an elbow partner and discuss a book in their book boxes and what they believe are hints/foreshadowing in their stories). The students will refer back to the anchor chart above (examples of foreshadowing) Have the students use the sentence frames below to respond to each other.   * I believe that in my book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the author used foreshadowing by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(use examples from anchor chart).   I believe that in my book “The Miraculous Journey of Edward Tulane” the author used foreshadowing by highlighting the journey in the title.   * In the book\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_demonstrates foreshadowing by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   In the book “Little Red Riding Hood” the author demonstrates foreshadowing by highlighting a concern for Little Red Ridding Hood’s safety. |
| ***Link:***  What I would like you to do today when you analyze your books is to remember that “Powerful readers are alert to unexplained details.” |
| **Mid-Workshop Teaching Point:**  Remember that powerful readers know that in good stories details matter. We also ask ourselves about details that seem to be in the text without other context. In order for us to be Powerful readers that are alert to unexplained details we need to continuously ask ourselves about the details. |
| **Share:**  The students come back together as a class and share some of the discussions that they had with their elbow partners. Teacher selects excellent examples to share with class. |
| **Notes:** |
| **Materials**:  Boxes and Bullets-chart, chart paper, markers, Book- Because of The Miraculous Journey of Edwards Tualane by Kate DiCamillo |

**Unit 6 Mini Lesson 13**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Symbolism and Literary Devices and Their Relationship to the Meanings and Themes of Stories. |
| **Teaching point:** | Powerful readers consider the significance of repetition (repeated moments) in texts by being alert for them. |
| **Catchy Phrase** | Powerful readers are alert to repetition for significance. |
| **Text:** | **Fly Away Home, The Giving Tree** |
| **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.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. |

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| **Mini- Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, yesterday we talked about “Powerful readers consider the possible meanings of unexplained details in texts by being alert to them. (foreshadowing).” We experienced how authors add deliberate hits in the stories for us, as powerful readers to take note of. Adding hints of things that may happen in the background of a story as “Foreshadowing.” Foreshadowing helped us understand the literary device in which a writer gives an advance hint of what is to come later in the story.  Today we are going to continue talking about interpreting texts. As powerful readers, we must be alert to repetition in our text. Powerful readers consider the significance of repetition (repeated moments) in texts by being alert for them. The repetition in text carries significant meaning and is there for the reader to analyze in literature as well as poetry. For instance, repetition is not just objects that may be repeated in a text. Sometimes it is lines, and sometimes that are parallel-scenes. Or moments-when things are almost the same, but perhaps slightly different. |
| ***Teach:***  Today we are going to be looking at the some of the read “alouds” that we have experienced in the classroom together for example Fly Away Home and The Giving Tree. We will understand how both these book have repetition, which is significant in one way or another. As “powerful readers we need to be alert to repetition for significance.”  Let’s create an “H-Chart” together and note the repetition that we notice in both of these texts. (Create an “H-Chart” as the example below. Guide students to notice the obvious repetition in the text.)   |  |  |  | | --- | --- | --- | | **Name of Book or Poem** | **Repetition**  **(lines, words, themes)** | **Significance** | | Fly Away Home  (Narrative) | * Blue (color/clothes) * Blue shirt * Blue jeans * Blue Bags * background | The character is clearly not just wearing blue clothes. He chooses to make so many things blue, in repetition that alerts the reader that blue may matter. Ultimately the boy perhaps shows us that we may feel blue, but we can still hold onto hope. | | The Giving Tree  (Narrative Poem) | “And the tree was happy” | The author was likely pushing a point that a person that gives is happier than a person who is always taking, because the person who always takes always needs more. |   Now, that we have reviewed two books that we have read aloud in class and sought out the significant repetition in the text. We are going to practice identifying the repetition in our own books, just as “powerful readers are alert to repetition for significance.” |
| ***Active Involvement:***  (Have students return to their desks with their book boxes and review one book for repetition that could be significant to the text as a whole. The students will create an “H-Chart” that mirrors the anchor chart that the class created together.) |
| ***Link:***  What I would like you to do today when you analyze your notes is to think: that “Powerful readers are alert to repetition for significance.” We take mental notes of repetition in words, lines or themes throughout the text. |
| **Mid-Workshop Teaching Point:**  Remember, as “powerful readers we must be alert to repetition for significance,” it’s not just objects that may be repeated in a text. Sometimes it is:   * Objects * Lines * Scenes * Moments |
| **Share:**  Come back to the carpet with your “H-charts” and share with partners. (The teacher may seek out excellent examples to share with the class.) |
| **Notes:** |
| **Materials**:  H-chart, chart paper, markers, Fly Away Home, The Giving Tree |

**Unit 6 Mini Lesson 14**

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| **Unit of Study:** | Interpretation Text Sets |
| **Goal:** | Symbolism and Literary Devices and Their Relationship to the Meanings and Themes of Stories. |
| **Teaching point:** | Powerful readers find deeper meanings in texts by thinking about the significance of character’s perspectives on the possible meanings of the story. |
| **Catchy Phrase** | “Powerful readers identify with the character’s perspectives.” |
| **Text:** | **Fly Away Home, The Giving Tree** |
| **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.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.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.   1. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.   4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. |

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| **Mini- Lesson: (**7-10 minutes total |
| ***Connection:***  Boys and girls, yesterday we talked about “As powerful readers, we must be alert to repetition in our text.” Powerful readers consider the significance of repetition (repeated moments) in texts by being alert for them. We found that repetition in text carries significant meaning and is there for the reader to analyze in literature as well as poetry. For instance, we experienced how in “The Giving Tree” the lines “and the tree was happy” were repeated to make a point about the tree and it’s relationship with the boy. We understood that the tree was happy to give every thing it could so that the boy could be happy. The repetition in the text of those lines really helped us become alert to the significance.  Today, we are going to continue talking about interpreting texts. As powerful readers, “Powerful readers find deeper meanings in texts by thinking about the significance of character’s perspectives on the possible meanings of the story.” We will put ourselves in the characters’ shoes. As we do that we will be able to see from the character’s perspective. As powerful readers we must sometimes put our own views and thoughts about something aside and try to identify with the character’s perspectives. So…“powerful readers identify with the character’s perspectives.” |
| ***Teach:***  Today we are going to be looking at the same books that we have been working with and try to identify with the characters of these books. For example, in “Fly Away Home,” the boy in the text is our narrator. He has a slightly different perspective to that of other people in the airport. He teaches us that that places can seem very different based on your condition or circumstances. Let’s add a column to our “H-chart” for the character’s perspective. (add a column as the example below, discuss with the students the possible perspective of the narrator of Fly Away Home to that of the other travelers in the airport) We can also see the different perspectives in the characters of The Giving Tree. For example, The boy in the Giving Tree, takes and takes from the tree and the tree gives and gives… what are some of the perspectives that the boy has? What about the tree? (write down in the anchor chart)   |  |  |  |  | | --- | --- | --- | --- | | **Name of Book or Poem** | **Repetition**  **(lines, words, themes)** | **Significance** | **Character perspective** | | Fly Away Home  (Narrative) | * Blue (color/clothes) * Blue shirt * Blue jeans * Blue Bags * background | The character is clearly not just wearing blue clothes. He chooses to make so many things blue, in repetition that alerts the reader that blue may matter. Ultimately the boy perhaps shows us that we may feel blue, but we can still hold onto hope. | Boy/Narrator   * different perspective than the other travelers in the airport. * He lives there by default. * The travelers are there by choice (usually fun or leisure) | | The Giving Tree  (Narrative Poem) | “And the tree was happy” | The author was likely pushing a point that a person that gives is happier than a person who is always taking, because the person who always takes always needs more. | Boy(perspectives)   * Loved * Comforted * Provided for * Ect.   Tree(perspectives)   * Needed * Loves * Comforts * Security for the boy * Lonely * Ect. |   Now, that we have reviewed two books that we have read aloud in class and sought out the significant in how “powerful readers identify with the character’s perspectives.” We are going to practice identifying with the characters’ in our own books, just as “powerful readers identify with the character’s perspectives.” |
| ***Active Involvement:***  (Have students return to their desks with their book boxes and review one book for the characters’ perspective and how it could be significant to the text as a whole. The students will add to their “H-Chart” that mirrors the anchor chart that the class created together.) |
| ***Link:***  What I would like you to do today when you analyze your books is to think: that readers analyze characters’ perspectives and points of view as a way to find deeper meaning in texts. One way to analyze the characters perspectives is to think about the significance or possible meaning of a story through the characters’ eyes. |
| **Mid-Workshop Teaching Point:**  Remember, that powerful readers ask questions and analyze along the way… they may ask:   * How does the story go because this character is telling it? * Would it go differently if a different character was telling the story? |
| **Share:**  Come back to the carpet with your “H-charts” and share with partners. (The teacher may seek out excellent examples to share with the class.) |
| **Notes:** |
| **Materials**:  H-chart, chart paper, markers, Fly Away Home, The Giving Tree |