**Unit 9 Table of Contents**

*Social Issues Book Clubs*

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***Grade 4 Reading Unit 9***

***Unit of Study Planning Template***

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| Unit: Social Issues Book Clubs |

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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: Reading can teach us about issues that exist in the world and in our lives.  Goal 2: Reading with a lens and talking back to the text.  Goal 3: Bring our lenses to our world. |

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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.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.  4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, 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.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (culminating demonstration) |

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| Key Vocabulary: | Poverty, drug use, abuse, unemployment, divorce, racism, racial profiling, homelessness, deportation, bullying, child neglect, fitting in, peer pressure, animal abuse/neglect, slavery, global warming, segregation |

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| Anchor Texts: | Francisco Jimenez books, Shiloh, Star in the Forest, Amber Brown is Not a Crayon, Time for Kids, Scholastic News, Fly Away Home, The Hundred Dresses , Out of dust. |

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| Other Resources: | Teacher College Reading Writing Project (TCRWP) website has a booklist of 487 titles in English of social issues books. Many of these have been translated into Spanish. They also have a Spanish booklist that supports the reading units of study. Although it doesn’t have a separate list for social issues, many of the titles from the English list are there.  Link:  <http://readingandwritingproject.com/public/themes/rwproject/resources/booklists/current/Social%20Issues%20Booklist.xls> |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*  Assessment checklist | *SUMMATIVE*  Mini action research project linked to writer’s workshop |

**Unit of Study at a Glance Planner**

**Grade 1, Unit 9 Reading**

| **UNIT 9: Social Issues Book Clubs** | | |
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| **GOAL:**  Reading can teach us about issues that exist in the world and in our lives. | **GOAL:**  Reading with a lens and talking back to the text. | **GOAL:**  Bring our lenses to our world. |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Critical readers recognize social issues by revisiting books that they have read.   4.RML.9-1   * Critical readers will choose lenses through which to view text and life by reading critically.   4.RML.9-2   * Critical thinkers have conversations with other readers by identifying issues they’ve read about in books.   4.RML.9-3   * Critical readers understand social issues more deeply by asking probing questions.   4.RML.9-4   * Critical readers identify issues by asking themselves questions and determining whether or not they are fair and if they agree with what the book is teaching about this issue. 4.RML.9-5 * Critical readers learn about issues in our world and in our lives by studying the characters in our books closely.   4.RML.9-6   * Critical readers can understand the issues that exist in our world and in our lives by looking at characters’ reactions to the issues they face.   4. RML.9-7   * Critical readers think deeply about social issues in our books by paying attention to crucial scenes in our books.   4.RML.9-8   * Critical readers know books are about more than one issue by interpreting what the main issues and smaller ones are in books that they read.   4.RML.9-9   * Critical readers deepen their understanding of issues in fiction books by reading real-life information about the issue in non-fiction books. 4.RML.9-10 | * Critical readers better understand the issues in their books by asking which groups are around us and which groups do we belong to.   4.RML.4-11   * Critical readers learn about the issues in books by looking at who holds the power in a book.   4.RML.4-12   * Critical readers can and should challenge the text by imagining what could have happened differently for the character if they had belonged to a different group.   4.RML.4-13   * Critical readers add to or change their personal perspectives by being receptive to new ideas or information presented in nonfiction texts.   4.RML.4-14   * Critical readers of non-fiction get a deeper understanding of a topic by reading multiple sources of information on the same topic.   4.RML.4-15 | **CULMINATING ACTIVITY** |

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| **WORKSHOP CALENDAR FOR:** | **4th Grade Unit 9** | April 25-June 12 |
| **Unit of Study: Unit 9** | Social Issues Book Clubs |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 1 |  |  | 25  Critical readers recognize social issues by revisiting books that they have read. 4.RML.9-1 | *26*  FURLOUGH DAY |
| 29  Critical readers will choose lenses through which to view text and life by reading critically.  4.RML.9-2 | *30*  Critical thinkers have conversations with other readers by identifying issues they’ve read about in books.  4.RML.9-3 | 1  Critical readers understand social issues more deeply by asking probing questions.  4.RML.9-4 | 2  Critical readers identify issues by asking themselves questions and determining whether or not they are fair and if they agree with what the book is teaching about this issue. 4.RML.9-5 | 3  Critical readers learn about issues in our world and in our lives by studying the characters in our books closely.  4.RML.9-6 |
| *6*  Critical readers can understand the issues that exist in our world and in our lives by looking at characters’ reactions to the issues they face.  4. RML. 9-7 | 7  Critical readers think deeply about social issues in our books by paying attention to crucial scenes in our books. 4.RML.9-8 | *8*  Critical readers know books are about more than one issue by interpreting what the main issues and smaller ones are in books that they read. 4.RML.9-9 | 9  Critical readers deepen their understanding of issues in fiction books by reading real-life information about the issue in non-fiction books.  4.RML.9-10 | 10  Critical readers better understand the issues in their books by asking which groups are around us and which groups do we belong to.  4.RML.4-11 |
| *13*  *Mini-lesson choice day* | *14*  Critical readers learn about the issues in books by looking at who holds the power in a book.  4.RML.4-12 | *15*  Critical readers can and should challenge the text by imagining what could have happened differently for the character if they had belonged to a different group.  4.RML.4-13 | 16  Critical readers add to or change their personal perspectives by being receptive to new ideas or information presented in nonfiction texts.  MWTP- draw attn. to social issues all around, and in books they’ve read.  4.RML.4-14 | 17  Critical readers of non-fiction get a deeper understanding of a topic by reading multiple sources of information on the same topic. 4.RML.4-15 |
| *20*  *Culminating activity* | *21*  *Minilesson choice day* | 22  Culminating Activity | 23  Culminating Activity | 24  No school |
| *27*  *NO SCHOOL-HOLIDAY* | *28*  *Culminating activity* | 29  *Culminating activity* | 30  *Culminating activity* | 31  *Culminating activity* |
| *3*  *END OF YEAR ASSESSMENT* | *4*  *END OF YEAR ASSESSMENT* | 5  *END OF YEAR ASSESSMENT* | 6  *END OF YEAR ASSESSMENT* | 7 FU  RLOUGH DAY |
| *10*  *END OF YEAR ASSESSMENT* | *11*  *END OF YEAR ASSESSMENT* | 12  LAST DAY WITH STUDENTS |  |  |

**Unit of Study Assessment Checklist**

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| **Unit: 9** Social Issues Book Club |

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| Name | I can determine a theme/social issue | I can compare/contrast two texts on same topic | I can cite textual evidence for author’s statements | I can describe character (development, motivation, actions) | I can describe overall focus of author | I can add to conversation using conversational language | **Notes** |
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* = Beginning √= Developing X= Secure

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| **Unit 9 Mini Lesson 1** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in the world and in our lives. |
| **Teaching point** *(Kid language!)*: | Critical readers recognize social issues by revisiting books that they have read. |
| **Catchy phrase:** | Let’s be critical and analyze the books we have read. |
| **Text:** | Because of Winn-Dixie, The Circuit, Out of the Dust. (Maniac Magee will be used as the example read aloud starting in lesson 2 for many of the lessons) |
| **Chart(?):** | Box and bullets |
| **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., a character’s thoughts, words, or actions). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *Today is an exciting day, it’s the beginning of our last unit this school year. We’ve done a lot of work this year. We’ve read many different books. Today, we are going to revisit some of the books we have previously read, because, “*Reading can teach us about issues that exist in the world and in our lives.” *We are going to be taking a look at and analyzing the stories for social issues.* |
| ***Teach:***  In order to get started we need to have a clear understanding of what social issues are: Let’s do this by defining what Social Issues are:   |  | | --- | | Social Issues: (PG. 154) A social issue refers to any issue that affects more that one person |   Often we have personal issues or personal problems, it affects us, for example if someone on recess kept teasing you. When someone teases you that is a personal problem, not a Social Issue. We can look at personal problems and ask ourselves: What similar problem or issue does a lot of people have?  Thinking about someone teasing someone else, many people have problems with others being mean to them. Hey, that’s like bullying. Bullying is an Issue that many people deal with. So Bullying would be a “Social Issue.”  *“Critical readers recognize social issues by revisiting books that they have read.”*  *Let me show you this with a book we’ve read. (Choose your own book that your class has read)*  *This year we’ve read The Circuit by Francisco Jimenez. Remember it was about this boy named Francisco who migrated from Mexico to California and he had to move from migration camp to migration camp trying to survive.*  *I’m going to use a box and bullets to find “Social Issues” in this book. I’m going to ask my self:*  ***What problems does this book have?*  What similar problem or issue does a lot of people have?**  Francisco and his family leave Mexico and move to California. Many people leave their home country and move to another country. Let me add Migration to our chart.  Another problem in The Circuit is that the family has to move around and keep working to survive. Many people I know have to work hard to have enough food to live. I’m going to add Work to survive to the bullets.  Francisco also struggles to learn English. Lots of people have to struggle to learn a new issue. (Add to chart)  *(Save Last two books for Active Involvement)*   |  |  |  | | --- | --- | --- | | ***The Circuit*** | ***Because of Winn-Dixie*** | ***Out of the Dust*** | | *> Migration*  *>Work to survive*  *>Learn a new language* | *> Abandonment*  *> Trying to fit in*  *> Loneliness* | *> Moving*  *> Death*  *>Despair (sadness)* | |
| ***Active Involvement:***  *Now it’s your turn. Think about either Because of Winn-Dixie or Out of the Dust. Ask yourself these questions:*  ***What problems does this book have?*  What similar problem or issue does a lot of people have?**  (Think-Pair-Share)  *(Add to the box and bullet organizer) (Remember, use books you’ve already read this year)*  *For the next couple weeks we will taking a look at book we have read and analyzing Great job! Look at us being* Critical readers that recognize social issues by revisiting books that they have read. |
| ***Link:***  *As you revisit book that we have read through out this year. Lets look back with a critical eye and look for social issues that the characters experience and how they react to them. Remember, “*Critical readers that recognize social issues by revisiting books that they have read.” Today we are going to get books that have social issues, I did not label each tub with what social issues they have, it’s your turn to read them and recognize social issues they have. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| Unit 9 Mini Lesson 2 |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in the world and in our lives. |
| **Teaching point** *(Kid language!)*: | Critical readers will choose lenses through which to view text and life by reading critically. |
| **Catchy phrase:** | “Put on your Social Issues lenses” |
| **Text:** | Maniac Magee |
| **Chart(?):** | Box and bullets (continued from Lesson 1) |
| **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., a character’s thoughts, words, or actions).  4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we began this unit review a few books that we’d read earlier this year. We read them looking for “Social Issues.” Sometimes it’s easy to get confused between social issues and personal issues or problems. Remember to find out if a personal issue is a social issue we ask ourselves: **What similar problem or issue does a lot of people have?**  Today, we are going to continue this work by, “Put on your Social Issues lenses.” We are going to use our current read aloud Maniac Magee. This will give us the opportunity as readers to read critically, because, “Critical readers will choose lenses through which to view text and life by reading critically.” |
| ***Teach:***  *Earlier in the year we talked about using lenses as we read. Kind of like a detective who use a special lens called a magnifying glass or a hunter using binoculars or an astronaut using a telescope. We as readers need to choose which lens we will using to read critically, viewing the text for “Social Issues.”*  *Let me show you this in our book, Maniac Magee. Because we have just started it, we haven’t seen a lot of “Social Issues,” but if we choose the lens of seeing, “Social Issues” we might find some already. Let me, “*“Put on my Social Issues lenses”  *(Open up the book to page 5 read it and paragraph 1 & 2 of page 6\_\_)*  *Wow, I see that Maniac lives with his aunt and uncle.* **What similar problem or issue does a lot of people have?** I know a lot of kids that don’t live with their parents, they live with other relatives or people. Let me add this to our chart. I also see that this aunt and uncle don’t get along. I know of many people who are married and have problems. Let me add this to our chart.  *(Save Last two books for Active Involvement)*   |  |  |  |  | | --- | --- | --- | --- | | ***The Circuit*** | ***Because of Winn-Dixie*** | ***Out of the Dust*** | ***Maniac Magee*** | | *> Migration*  *>Work to survive*  *>Learn a new language* | *> Abandonment*  *> Trying to fit in*  *> Loneliness* | *> Moving*  *> Death*  *>Despair (sadness)* | *> Parenting*  *> Marital Problems*  *>Live your Religion*  *>Feeling loved*  > Death |   Critical readers will choose lenses through which to view text and life by reading critically. |
| ***Active Involvement:***  Now it’s your turn to. “Put on your Social Issues lenses.” I’m doing to put up another part we’ve read, so that we can read critically with our social issue lenses. (*Open up the same part)*  ***What problems does this book have?*  What similar problem or issue does a lot of people have?**  (Think-Pair-Share) (Add Live your Religion and Feeling loved)  (If you’ve gotten to the part when he explains how his parents died, add Death to the chart)  Remember to, “Put on your Social Issues lenses.’, Because, “Critical readers will choose lenses through which to view text and life by reading critically. “ |
| ***Link:***  It’s your turn to read your books critically, remember to, “Put on your Social Issues lenses.” it’s a good idea to have a post-it where you can create your own box and bullet for your book, or you can use your reading journal as well, remember the questions that help us take a personal problem to a social issue. ***What problems does this book have?*  What similar problem or issue does a lot of people have?** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 9 Mini Lesson 3** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in the world and in our lives. |
| **Teaching point** *(Kid language!)*: | Critical thinkers have conversations with other readers by identifying issues they’ve  read about in books. |
| **Catchy phrase:** |  |
| **Text:** | Maniac Magee |
| **Chart(?):** | Box and bullets (continued) |
| **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., 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.  4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from 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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we, “Put on your Social Issues lenses.” We uncovered that in our read aloud, Maniac Magee that many people deal with not feeling loved and striving to live your religion even though it’s not always easy.  Today, we’re going to continue “Putting on our Social Issues lenses,” but we’re going to have conversations about those issues. It’s important to understand that, “Critical thinkers have conversations with other readers by identifying issues they’ve read about in books.” |
| ***Teach:***  I’m going to show you how this works by re-reading the part of Maniac Magee, where he tell us about how his parents died. (Open to page 5 and read paragraph 2\_) (Select a student to help you demo the conversation)  Teacher: What problem is Maniac having to deal with?  Student: His parents died, that’s so sad, it really must be hard for him.  Teacher: That makes me sad for him too, dealing with a loved one that died is tough. I remember when my grandma died, it was tough. I can’t even imagine what it’d be like if both my parents died with I was just a kid.  Student: Me too.  Teacher: **What similar problem or issue does a lot of people have?**  Student: Dealing with a death of a parent.  Teacher: That’s true, we could even make it broader and say Dealing with Death. (add to chart)   |  |  |  |  | | --- | --- | --- | --- | | ***The Circuit*** | ***Because of Winn-Dixie*** | ***Out of the Dust*** | ***Maniac Magee*** | | *> Migration*  *>Work to survive*  *>Learn a new language* | *> Abandonment*  *> Trying to fit in*  *> Loneliness* | *> Moving*  *> Death*  *>Despair (sadness)* | *> Parenting*  *> Marital Problems*  *>Live your Religion*  *>Feeling loved*  *>Dealing with Death*  *>Homelessness* |   Great, thank you \_\_\_\_student\_\_. We did a good job of “Putting on our Social Issues lenses.” It’s important to remember that, “ Critical thinkers have conversations with other readers by identifying issues they’ve read about in books.” |
| ***Active Involvement:***  Now it’s your turn to “Put on your Social Issues lenses.” Think about what we’ve read so far in Maniac Magee.  ***What problems does this book have?*  What similar problems or issues do a lot of people have?**  (Think-Pair-Share)(Spend more time in Share) (Depending on where you are in the book you might be able to add “Homelessness” to the chart)  Remember, “Critical thinkers have conversations with other readers by identifying issues they’ve read about in books.” |
| ***Link:***  As you go off to read today, think about what conversations you can have in your book clubs today about the social issues in your book club books. “Put on your Social Issues lenses, because, Critical thinkers have conversations with other readers by identifying issues they’ve read about in books.” |
| **Mid-Workshop Teaching Point:** |

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| **Unit 9 Mini Lesson 4** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in the world and in our lives. |
| **Teaching point** *(Kid language!)*: | Critical readers understand social issues more deeply by asking probing questions. |
| **Catchy phrase:** | “Dig Deeper!” |
| **Text:** | Maniac Magee |
| **Chart(?):** | H-Chart |
| **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., a character’s thoughts, words, or actions).  4.RI.8 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****:*  Last time we meet we worked on having conversations about the social issues. We uncovered that many people like Maniac has to deal with the death of a loved one, and there are many people in the work that deal with not having a home to live in.  Right now we’re doing to “Dig Deeper!” by asking probing question, because, “Critical readers understand social issues more deeply by asking probing questions.” A probing question is a lot more complex that yes, no answers, or who, what, when and where. They are deeper than that. When I hear the word prob, I think of a doctor that probs your stomach looking for problems, sometimes they have to push really hard to see if things are in the right place. It can even hurt a little, ok a lot, but the doctor does this to make sure everything is alright. As readers we too need to ask probing questions, it’s not always easy, but it leads us to such a deeper understanding, than when we just ask surface questions. This is our last unit of the year and it’s to get us ready for 5th grade, it’s time to take off the gloves and “Dig Deeper!” |
| ***Teach:***  *When I move from surface questions like Who, What, When, and Where, I get such a deeper understanding. The questions I like to use are? (Start an H-Chart with these questions) (Adjust the issues to ones that your book or where you are at in Maniac Magee) (keep the rest blank for now)*   |  |  |  | | --- | --- | --- | | ***Question:*** | ***Answer:*** | ***Evidence:*** | | *Does the way this story talk about (homelessness) ring true to me?* | *Yes, but I’ve never seen a homeless kid* | *> moves from one place to another*  *> looks for food place to place*  *> wonders around*  *>I’ve never seen a homeless kid* | | *How do the characters deal with the issue of (racism)?* | *>Maniac doesn't see the issue*  *\*Blacks and Whites* | *> Blacks are more brown and white are more cream*  *\*They live on separate sides of town and don’t intermix* | | *Why is (social issue like racism) important in this book?* |  |  |   *Let’s see if the first question, Does the way this story talk about homelessness ring true to me, help me understand the social issue more deeply. Maniac Magee has to move from one place to another because he get’s kicked out, that’s typical of what I know about people who are homeless. He also goes from place to place looking for food. That seems true to what I know. He also wonders around town. Let me add these to our evidence. (add to evidence section) I think that the answer is yes, for the most part, but I’ve never seen a homeless kid.*  *I* “Digged Deeper!” I feel that I understand better now how the homelessness because I “Digged Deeper.” |
| ***Active Involvement:***  Now it’s your turn. Think about the next question: *How do the characters deal with the issue of (racism)?*  *“Dig Deeper!”*  *(Think-Pair-Share) (Add to chart, see examples above)*  Remember, “Critical readers understand social issues more deeply by asking probing questions.” |
| ***Link:***  As you read today make sure you, “Dig Deeper” by asking probing questions. You may not always have the answer right off the bat, but those probing questions really help us better understand the social issue in the book and in our life. Be critical readers, and “Dig Deep!” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 9 Mini Lesson 5** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in the world and in our lives. |
| **Teaching point** *(Kid language!)*: | Critical readers identify issues by asking themselves questions and determining whether or not they are fair and if they agree with what the book is teaching about this issue. |
| **Catchy phrase:** |  |
| **Text:** | Maniac Magee |
| **Chart(?):** | H-Chart Lesson 4 |
| **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., 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****:*  During this unit, we have been working on social issues that we uncover in our books. Today, we are going o be asking questions to determine whether or not they are fair and if you as a critical reader agree with what the book is teaching about this issue.  This is because, “Critical readers identify issues by asking themselves questions and determining whether or not they are fair and if they agree with what the book is teaching about this issue. “ |
| ***Teach: (Display H-Chart)***   |  |  |  | | --- | --- | --- | | ***Question:*** | ***Answer:*** | ***Evidence:*** | | *Does the way this story talk about (homelessness) ring true to me?* | *Yes, but I’ve never seen a homeless kid* | *> moves from one place to another*  *> looks for food place to place*  *> wonders around*  *>I’ve never seen a homeless kid* | | *How do the characters deal with the issue of (racism)?* | *>Maniac doesn't see the issue*  *\*Blacks and Whites* | *> Blacks are more brown and white are more cream*  *\*They live on separate sides of town and don’t intermix* | | *Why is (social issue like racism) important in this book?* |  |  |   *As critical readers we’ve identified “Homelessness” as a social issue. Now we get to ask ourselves two questions:*  *1) Does this book teach about homelessness fairly?*  *2) Do you agree with how this book teaches about homelessness? Explain*  *#1 I think it does because Maniac has to move from place to place and I think most people without a home do too.*  *#2 I don’t agree, because I think kids without homes get more help and put in foster care, so they don’t have to be on the streets.*  Remember, “Critical readers identify issues by asking themselves questions and determining whether or not they are fair and if they agree with what the book is teaching about this issue. “ |
| ***Active Involvement:***  Now it’s your turn. Think about these two questions:  *1) Does this book teach about homelessness fairly?*  *2) Do you agree with how this book teaches about homelessness? Explain*  *(Think-Pair-Share)*  Critical readers identify issues by asking themselves questions and determining whether or not they are fair and if they agree with what the book is teaching about this issue. |
| ***Link:***  As you go off to read today, pay close attention to our focus today. Remember, “Critical readers identify issues by asking themselves questions and determining whether or not they are fair and if they agree with what the book is teaching about this issue. “ |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 9 Mini Lesson 6** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in the world and in our lives. |
| **Teaching point** *(Kid language!)*: | Critical readers learn about issues in our world and in our lives by studying the characters in our books closely. |
| **Catchy phrase:** |  |
| **Text:** | Maniac Magee, Fly Away Home |
| **Chart(?):** | H-Chart (continued) |
| **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., 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.  4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  The last two lessons we’ve been working on asking probing questions and seeing if we agree with how the author addressing the social issues in his/her book. It’s been some tough work, but we really are “digging Deeper!” This type of work really helps us understand the book and characters, and also real life issues.  Today, we’re going to take this one step further by studying the characters in our books closely. Doing this with a critical eye will help us learn more about the issues in our world and in their world. “Critical readers learn about issues in our world and in our lives by studying the characters in our books closely.” |
| ***Teach:***  Let me show you one way we can do this. I’m going to bring back the H-Chart we did the other day. Because “Critical readers learn about issues in our world and in our lives by studying the characters in our books closely,” I have a deep question that may help us to just that. *What does Maniac Magee long for? (Write that question in the chart) I feel that Maniac wants a family that he belongs to and that loves him. (fill in chart and add the evidence in the example).*   |  |  |  | | --- | --- | --- | | ***Question:*** | ***Answer:*** | ***Evidence:*** | | *Does the way this story talk about (homelessness) ring true to me?* | *Yes, but I’ve never seen a homeless kid* | *> moves from one place to another*  *> looks for food place to place*  *> wonders around*  *>I’ve never seen a homeless kid* | | *How do the characters deal with the issue of (racism)?* | *>Maniac doesn't see the issue*  *\*Blacks and Whites* | *> Blacks are more brown and white are more cream*  *\*They live on separate sides of town and don’t intermix* | | *Why is (social issue like racism) important in this book?* |  |  | | *(Teach)*  *What does Maniac Magee long for?* | *A family that he belongs to and that loves him.* | *> He wonders why Amanda is bothered by her younger siblings*  *>He feels happy with Amanda’s family*  *> He keeps remembering how he felt with his parents.* | | *(Active Involvement:)*  *What do the characters from Fly Away Home long For?* | *To get out of the airport and home.* | *> Feel trapped like the bird*  *> Have no place to go* |   *I’ve learned by studying Maniac that all though Maniac doesn’t say it, there is evidence that shows us the readers what he longs for or desires. Often people have a longing for something, but they don’t just come right out and say it, they give us clues to what they want. “*Critical readers learn about issues in our world and in our lives by studying the characters in our books closely.” |
| ***Active Involvement:***  Now it’s your turn with the characters from Fly Away Home. *What do the characters from Fly Away Home long For? (write question in chart).*  (Think-pair-Share) (See examples in chart above)  Remember, “Critical readers learn about issues in our world and in our lives by studying the characters in our books closely.” |
| ***Link:***  Now it’s your turn to practice what we’ve been doing here today in your own books. In order to get good at what we are learning we need to practice it in different books. Because, “Critical readers learn about issues in our world and in our lives by studying the characters in our books closely,” I’d like you to jot down some notes on a post-it and be ready to share it in your book club later today. Please refer back to your question: What does (your character) long for? |
| **Mid-Workshop Teaching Point:** |
| **Share:**  It’s time to get in our book clubs and share what our characters long for. |

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| **Unit 9 Mini Lesson 7** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in the world and in our lives. |
| **Teaching point** *(Kid language!)*: | Critical readers can understand the issues that exist in our world and in our lives by looking at characters’ reactions to the issues they face. |
| **Catchy phrase:** |  |
| **Text:** | Maniac Magee, Fly Away Home |
| **Chart(?):** | Compare & Contrast district approved organizer |
| **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., 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.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday, we worked on being critical readers and looking for clues for what the characters long for. We used the example of Fly Away Home where the little boy wanted to escape the airport like the bird and have a real home, like most of the people in the airport. We also talked about Maniac Magee who also longed for a home, but also a family that he could belong to.  Today, we are going to be “Critical readers so we can understand the issues that exist in our world and in our lives by looking at characters’ reactions to the issues they face.” This unit focuses on learning about social issues in our books and how they help us with social issues in our lives. One way critical reader do this is by looking at our character's reactions to the issues they face. |
| ***Teach:*** (Display Box and Bullet Chart)  This lesson is very similar to yesterday, the main difference today is we get to study how our characters react to the issues they face. I’m going to use the same example from yesterday. How does Maniac and the little boy from Fly away home face their issue of homelessness? Let me do this by comparing and contrasting them. How do these characters face their issues? (Add some of the demo chart below, leave the rest for active involvement)   |  | | --- | | Maniac Magee/Little Boy |   > Look for ways to survive  > See other people with what they want  > Yearn for home with people who love them  >   |  |  | | --- | --- | | Maniac Magee | Little Boy |   > Runs Away from home > Helps his dad earn money  > Moves from place to place > Stay in Airport  > Tries to make friends > Tries not to get noticed  As can see our characters have some reactions that are similar, but they also have many reaction tha are different. A 13 year old must react differently than a little boy. Even in our lives everyone reacts differently to our problems and social issues compared with others.  We can learn a lot by being, “Critical readers by understanding the issues that exist in our world and in our lives by looking at characters’ reactions to the issues they face.” |
| ***Active Involvement:***  I need you to help me finish this chart, so that we can understand better. Think about this question:  **How do these characters face their issues?**  (Think-Pair-Share) (Add to chart)  Remember, “Critical readers can understand the issues that exist in our world and in our lives by looking at characters’ reactions to the issues they face.” |
| ***Link:***  Today as you read, keep in mind this question: How does your characters face their issues? Don’t be afraid to jot down a note or two, but be read to discuss your findings during sharing time. , because, “Critical readers can understand the issues that exist in our world and in our lives by looking at characters’ reactions to the issues they face.” |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Lets get together and share our findings. |

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| **Unit 9 Mini Lesson 8** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in the world and in our lives. |
| **Teaching point** *(Kid language!)*: | Critical readers think deeply about social issues in our books by paying attention to crucial scenes in our books. |
| **Catchy phrase:** |  |
| **Text:** | Maniac Magee |
| **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 actions).  4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Welcome back to our next lesson about being critical readers. Yesterday we improved our critical reading by looking deeply on how characters react to social issues. Today, we’re going to pay attention to crucial scenes in our books and think deeply about the social issue it addresses. “Critical readers think deeply about social issues in our books by paying attention to crucial scenes in our books.” |
| ***Teach:***  What is a crucial scene? To me a crucial scene is a part of the book, where something important happens to the plot or address a social issue. Remember when we were reading Maniac Magee and the kids saw Maniac running on the rail of the track. John McNab and his gang The Cobras began to chase him. I’m going to read a part of this crucial scene so we can think deeply about the social issue here. (Read page 32) I’m going to ask myself this question: How do the Cobras think about the boundary between the blacks and the whites?  I think that they have lived a long time with this racial separation. It says that kids don’t go over to the other side unless there is a school activity, even adults don’t cross the line very often. It seems like the Cobras know it it is a dangerous place, because they laugh because they think he’s going to get beat up on the black side because he is white.  Critical readers think deeply about social issues in our books by paying attention to crucial scenes in our books. |
| ***Active Involvement:***  Now it’s your turn, How does Maniac Magee think about the boundary between the blacks and the whites? Let me read the first paragraph of page 33. (Read it)  (Think-Pair-Share) (Maniac is unaware of this boundary. The doesn’t see that there is a social issue between the races. He doesn’t understand what the problem is. I wonder if this has to do with him not being from this town? Are there social issues I’m not aware of because of where I’m from, or my background?)  Remember “Critical readers think deeply about social issues in our books by paying attention to crucial scenes in our books.” |
| ***Link:***  While you read today, pay close attention to crucial scene and be “Critical readers “ by thinking deeply about social issues in our books. Remember a crucial scene is any scene that's important to the plot, or the issue of the book. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 9 Mini Lesson 9** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in the world and in our lives. |
| **Teaching point** *(Kid language!)*: | Critical readers know books are about more than one issue by interpreting what the main issues and smaller ones are in books that they read. |
| **Catchy phrase:** |  |
| **Text:** | Maniac Magee, Fly Away Home |
| **Chart(?):** | Box and Bullet chart continued |
| **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., a character’s thoughts, words, or actions) |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Lately we’ve been working a lot on being Critical Readers, and identifying social issues and then analyzing them and becoming stronger thinkers and readers. In all of the books we’ve read we have uncovered many issues. Not all issues have the same weight in the book. Some social issues are big and really play a big part in the story, while others are smaller issues, and aren't as important. Our goal today is to understand that, “Critical readers know books are about more than one issue by interpreting what the main issues and smaller ones are in books that they read.” |
| ***Teach:*** (Display box and bullet chart to analyze)  *We have spent a lot of time working on this chart. Today, I’m going to show you how critical readers understand that books have more than on issue. As you see here all of these books have several issues and we can probably add more. Not only is important to know that a book as more than one issue, it’s important to interpret which issues are big and which are small. Let me show you using Maniac Magee. Wow, we’ve come up with a lot of issues. Some of these issues I see and not very big, like parenting, marital problems, and living your religion. We found these issues right at the beginning, and I haven’t seen them since then, so I think these would be small issues in this book. Let me write (S) next to them. The other issues of homelessness, dealing it death, and feeling loved think are the main social issues of this book because he is longing for having a home where he is loved and accepted. All of these issues are because he lost his parents, and he’s trying to recover what he once had. (Mark “M” next to Main issues) Another main issue in this book that I’d like to add is racism. Many times in this book does it talk about Blacks and White. (add to chart, mark with a M for Main issue)*  *(Leave Fly Away Home for Active Involvement)*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ***The Circuit*** | ***Because of Winn-Dixie*** | ***Out of the Dust*** | ***Maniac Magee*** | ***Fly Away Home*** | | *> Migration*  *>Work to survive*  *>Learn a new language* | *> Abandonment*  *> Trying to fit in*  *> Loneliness* | *> Moving*  *> Death*  *>Despair (sadness)* | *> Parenting*  *> Marital Problems*  *>Live your Religion*  *>Feeling loved*  *>Dealing with Death*  *>Homelessness* | *> Homelessness*  *> Supporting one another( boy helps dad save $)*  *> Surval*  *> Helping one another (Medias take care of boy)*  *> Escaping* |   Remember, “Critical readers know books are about more than one issue by interpreting what the main issues and smaller ones are in books that they read.” |
| ***Active Involvement:***  Lets start a box and bullet for Fly Away Home. Think about the social issues. (Give a minute to think, popcorn out issues and add to chart)  Which issues are small issues and which are the main ones of this story?  (Think-Pair-Share) (Mark, “S” or “M” for small or main issue on chart)  “Critical readers know books are about more than one issue by interpreting what the main issues and smaller ones are in books that they read.” |
| ***Link:***  As you read today, think about whether the issues you see in your book are small issues, or main issues. Be prepared to share your thinking in your book clubs later today. Remember, “Critical readers know books are about more than one issue by interpreting what the main issues and smaller ones are in books that they read. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Get together with your book clubs to share and discuss your issues whether they are small or main. |

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| **Unit 9 Mini Lesson 10** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading can teach us about issues that exist in the world and in our lives. |
| **Teaching point** *(Kid language!)*: | Critical readers deepen their understanding of issues in fiction books by reading real-life information about the issue in non-fiction books. 4.RML.9-10 |
| **Catchy phrase:** | Let’s get other sources. |
| **Text:** | Maniac Magee, (print out various articles on social issues, or plan to have internet access for kids to search) |
| **Chart(?):** |  |
| **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., a character’s thoughts, words, or actions).  4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, 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****:*  For the last 9 lessons we’ve been looking at social issues through fiction books. This is a great way to begin to understand these issues. One way to even deepen our understanding of issues is to read real-life information , non-fiction books on the issues. Let’s get other sources.  “Critical readers deepen their understanding of issues in fiction books by reading real-life information about the issue in non-fiction books. ”Let’s get other sources. |
| ***Teach:***  *In order to get other sources, I went online and typed in racism for kids and found this website:* [*http://people.historyforkids.org/races.htm*](http://people.historyforkids.org/races.htm) *It has an interesting non-fiction article on the history of racism. Let me display on the doc cam the first two paragraphs. (Read to class)*  *Races and Racism for Kids*  *Biologically, there is no such thing as race. People come in a lot of different skin and* [*hair colors*](http://people.historyforkids.org/races.htm)*, but there is no sharp division between them, only a gradual blending. And the color of your skin and your hair doesn't tell anything else about you: it doesn't tell whether you are smart or stupid, or whether you are nice or mean, or whether you are lazy or hard-working. So this page is not really so much about different races, as about how people long ago thought* [*about skin*](http://people.historyforkids.org/races.htm) *color and language, and what they thought that meant.*  *From the* [*Stone Age*](http://www.historyforkids.org/learn/greeks/history/paleolithic.htm) *through the* [*Middle Ages*](http://www.historyforkids.org/learn/medieval)*, all over the* [*Mediterranean*](http://www.historyforkids.org/learn/maps/mediterranean.htm)*, Europe, and* [*Western Asia*](http://www.historyforkids.org/learn/maps/westasia.htm)*, people don't actually seem to have been very* [*interested in*](http://people.historyforkids.org/races.htm) *skin color. They did notice that* [*northern people*](http://www.historyforkids.org/learn/medieval/history/earlymiddle/vikings.htm) *were generally lighter-skinned, and* [*southern people*](http://www.historyforkids.org/learn/egypt/people) *were generally darker, but they didn't think that this meant anything else about them - and they were right. Most of the people we* [*talk*](http://people.historyforkids.org/races.htm) *about on this site were in the middle: not pale white, and not dark brown either, but a sort of pale brown.*  *Wow, that was interesting. I like the first sentence, I’m going to highlight it. Biologically race doesn't exist. Skin color and hair color don’t tell anything about as a person. That makes me think that Maniac Magee has it right all along. He didn’t see the color issue, he just was nice to everyone. It’s kind of like the old saying, “Don’t judge a book by its cover.” I feel like reading this nonfiction article, I have a deeper understanding of racism and even a better comprehension of Maniac.*  Let’s get other sources, because, Critical readers deepen their understanding of issues in fiction books by reading real-life information about the issue in non-fiction books.” |
| ***Active Involvement:***  Now it’s your turn Read the rest of this article:  *On the other hand, this doesn't mean that ancient and medieval people thought everyone was the same. They did divide people up into* [*groups*](http://www.historyforkids.org/learn/westasia/people)*, and they did think that different* [*groups*](http://people.historyforkids.org/races.htm) *had different characteristics, and generally of course they thought that their own group was the best.*  How does this paragraph help us better understand our book, and racism?  (Think-Pair-Share)(example: In the article it says they did think that different groups had different characteristics and hey thought their own group was the “Best.” I think that is why some people are racists. They want to be better than others. That’s probably why in our book, there is such segregation)  Remember, Let’s get other sources. “Critical readers deepen their understanding of issues in fiction books by reading real-life information about the issue in non-fiction books.” |
| ***Link:***  It’ your turn. I’ve brought some real life non-fiction articles that we can read today to deepen our understanding of issues in fiction books by reading real-life information about the issue in non-fiction books. Later we will get together in our groups to discuss how these real articles help us deepen our understanding of social issues. Let’s get other sources. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Get in your book clubs discuss your articles and the social issues they address. |

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| **Unit 9 Mini Lesson 11** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading with a lens and talking back to the text. |
| **Teaching point** *(Kid language!)*: | Critical readers better understand the issues in their books by asking which groups are around us and which groups do we belong to. |
| **Catchy phrase:** |  |
| **Text:** | Maniac Magee |
| **Chart(?):** |  |
| **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., a character’s thoughts, words, or actions).  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.  4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday, I enjoyed getting into some nonfiction articles and deepening my understanding into the social issues I've uncovered in my book. It’ amazing how combining fiction and nonfiction our understanding increases dramatically.  Today, we’re going to step into our books instead of just standing outside looking in. We are going to do this by becoming, critical readers, who better understand the issues in their books by asking which groups are around us and which groups do we belong to. |
| ***Teach:***  This lesson is based off of three questions:  1) Which groups do belong to?  2) What does it mean to be apart of these groups?  3) How are these groups represented or not represented in my book?  *Let me show you how this works: (use what is true to you)*  *Question 1: I’m belong the following groups: Mother, Teacher, Female, Athlete, Religious*  *Question 2: Being an athlete means: working hard, giving up my time, winning and losing, supporting team*  *Question 3: In the book, Maniac is very athletic, so is John McNab and Mars Bar. John and Mars are competitive, they don’t like losing. Maniac is more humble and just wants to fit in.*  *With any group that we belong to, we are shaped by. The groups we associate with help us form who we are. This also happen with the characters in our books, their groups help shape who they are.*  Critical readers better understand the issues in their books by asking which groups are around us and which groups do we belong to. |
| ***Active Involvement:***  Now it’s your turn. Think about these questions:  1) Which groups do belong to?  2) What does it mean to be a part of these groups?  3) How are these groups represented or not represented in my book?  (Think-Pair-Share)  Here is the big money question: How does belonging to these groups shape you?  (Think-Pair-Share)  Remember, “Critical readers better understand the issues in their books by asking which groups are around us and which groups do we belong to.” |
| ***Link:***  During your reading today, think about which groups you belong to and how they are represented in the book. Don’t forget that, “Critical readers better understand the issues in their books by asking which groups are around us and which groups do we belong to.” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 9 Mini Lesson 12** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading with a lens and talking back to the text. |
| **Teaching point** *(Kid language!)*: | Critical readers learn about the issues in books by looking at who holds the power in a book. |
| **Catchy phrase:** | “Find the Power!” |
| **Text:** | Maniac Magee |
| **Chart(?):** | H-Chart |
| **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., a character’s thoughts, words, or actions).  4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  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****:*  Yesterday we worked on discovering what groups we belong to and seeing if there are those kinds of groups in our story. It’s interesting what we can learn from the book when we step into it.  Today we’re going to “Find the Power!” Critical readers learn about the issues in books by looking at who holds the power in a book. Power comes in many forms, it’s not just who is stronger, but it deals with who makes decisions, who has control, and who wants control. So today we’re going to, “Find the Power!” |
| ***Teach:***  *When we search for who has the power, we can ask the following questions:*  *Who has power?*  *What kind of power is it?*  *What might the author be trying to teach us?*  *Let’s me show you an example of, “Finding the Power!” in our read aloud Maniac Magee*  *I’m going to use an H-Chart to help us sort this out. I’m going to write these questions in the chart. (write questions) I think Amanda has power, because she carries her books with her to school, and she stands up to boys. (write in evidence) So, What kind of power? I think she has the power of Determination, because she won’t let her little siblings destroy her books and she doesn’t back down, even to someone bigger than her. (Fill in chart) Lastly, What might the author be trying to teach us? I think Jerry Spinelli is trying to teach us that we too can overcome obstacles. (fill in chart)*   |  |  |  | | --- | --- | --- | | ***Question:*** | ***Answer:*** | ***Evidence:*** | | *Who has power?*  *What kind of power?*  *What might the author be trying to teach us about social issues?* | *Amanda*  *Determination*  *We too can overcome obstacles* | *> She carries her books with her*  *> She stands up to boys*  *> She won’t let her little siblings destroy her books*  *> She doesn’t back down* | | *(Active Involvement)*  *Who has power?*  *What kind of power?*  *What might the author be trying to teach us about social issues?* | *Maniac Magee*  *Doing Amazing Things*  *We too do great things* | *> He’s becoming a legend*  *> He untied the knot*  *> Rain on Rail*  *> Caught football* |   *Remember, “*Critical readers learn about the issues in books by looking at who holds the power in a book.” |
| ***Active Involvement:***  Now it’s your turn to: *“Find the Power!”*. Think about these questions. (While they think, draw a line and fill in the questions again)  (Think-Pair-Share)  (See example above for one way power is used with Maniac Magee, your students may find better information to add)    Critical readers learn about the issues in books by looking at who holds the power in a book. |
| ***Link:***  As you read today, *“Find the Power!” Ask yourself these questions we did today, and jot down a note or two of who has the power, what kind of power, and what you can learn from that. Remember, “*Critical readers learn about the issues in books by looking at who holds the power in a book.” |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Share in your book clubs about *“Finding the Power!”* |

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| **Unit 9 Mini Lesson 13** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading with a lens and talking back to the text. |
| **Teaching point** *(Kid language!)*: | Critical readers can and should challenge the text by imagining what could have happened differently for the character if they had belonged to a different group. |
| **Catchy phrase:** |  |
| **Text:** | Maniac Magee |
| **Chart(?):** |  |
| **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., 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.  4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing **inferences** from the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *“Find the Power!” That is what we worked on yesterday. It was fun to listen into your conversations during your book club share yesterday. I see that many of you are really Finding the Power. Great, Job, Keep it up.*  *Today, we’re going to use our Imagination and see what could have happened differently if characters belonged to a different group. This can be fun! We get to in a way rewrite part of the story. By doing this we can gain even a better understanding of the characters and our author.*  Our goal is to understand that, “Critical readers can and should challenge the text by imagining what could have happened differently for the character if they had belonged to a different group.” |
| ***Teach:***  *Since one of the big issues in this book is racism. Maniac Magee is white and belonging to that group plays a real big roll in this book. As a critical reader I should challenge the text by imagining what could have happened differently hor Maniac if he were black.*  *So, let’s make Maniac black. The first thing I think would change is his friendship with Amanda. She is black, and maybe if Maniac were black, he would have been able to stay there the whole time and not have to find other places to live.*  *Later in the story Maniac lives in the dugout and Grayson, who is white let him stay there, I think things might have been different if he were black, because it really seems that this community has a long way to go for white and blacks to be friends.*  *Imagining Maniac Magee in the other racial group is one thing, but there are other groups he belongs to:*  *> Homeless*  *> Boy*  *> Athletic*  Remember: “Critical readers can and should challenge the text by imagining what could have happened differently for the character if they had belonged to a different group.” |
| ***Active Involvement:***  Now it’s your turn, Imagine Maniac as if he weren’t homeless or if he was a boy or if he weren’t an athlete.  Pick one of those groups to think about and how could this change the story.  (Think-Pair-Share)  Not only is this a great thing to do in our story, but it’s powerful to do that in our own books because, “Critical readers can and should challenge the text by imagining what could have happened differently for the character if they had belonged to a different group.” |
| ***Link:***  It’s your turn to imagine characters in your own books belonging to different groups, and thinking about what could have happened differently if they belonged to that group. Remember, “Critical readers can and should challenge the text by imagining what could have happened differently for the character if they had belonged to a different group.” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 9 Mini Lesson 14** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading with a lens and talking back to the text. |
| **Teaching point** *(Kid language!)*: | Critical readers add to or change their personal perspectives by being receptive to new ideas or information presented in nonfiction texts. |
| **Catchy phrase:** |  |
| **Text:** | Information about racist bullying (found in teach section) & Pull out the nonfiction texts from earlier lesson. |
| **Chart(?):** |  |
| **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., a character’s thoughts, words, or actions).  4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.  4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we worked on imagining that our characters came from other groups. We learned that the groups characters belong to affect the story and decisions they make. We too are affected by our groups we belong to, which in turn influence our decisions.  Today we are going to dig back into nonfiction texts. Last time we did this, we learned that we can learn a lot by reading fiction and nonfiction texts. Our focus right now is learning that, “Critical readers add to or change their personal perspectives by being receptive to new ideas or information presented in nonfiction texts.” |
| ***Teach:***  *A personal perspective is the way someone sees things. Perspective is driven by what you know and don’t know. It’s kind of like when a little kid sees a river, their perspective is, “Yeah, a big bathtub!” However, to their mom, it’s a, “Oh, no, I don’t want my kid to drown.” Perspective is driven by what you know, obviously a little kid doesn’t understand the dangers of river, but the mom does, because she has more knowledge about a river. The same goes with reading. Our perspectives change, the more we know about a topic. (Hopefully you read this earlier, if not take a minute to read it over the doc cam.)*  [*http://www.antibullying.net/racistinfo3.htm*](http://www.antibullying.net/racistinfo3.htm)  *Search* Information on Racist Bullying  ***What is racist bullying?***  *Racist violence, harassment and abuse are closely related to, and sometimes difficult to distinguish from, bullying. Racist bullying in schools can range from ill-considered remarks, which are not intended to be hurtful, to deliberate physical attacks causing serious injury. Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the color of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.*      ***Is racist bullying a problem in schools?***  *Racist bullying in schools can be a problem in two ways:*   * *Children who experience it have their education disrupted. They may be unable to* concentrate on lessons because of feelings of fear or anger. Their self-confidence may be damaged and, as a result, they may not fulfil their potential. * Schools that ignore it, or deny its existence, give the wrong message to young people. The success of our multi-cultural society depends upon the children of today growing up to be adults who respect difference and are prepared to [speak](http://www.antibullying.net/racistinfo3.htm) out against racism       ***What can schools do?***  *Many schools, particularly those in areas where there are large ethnic minority populations, have well-developed policies on multi-cultural and anti-racist education. They have clear procedures for dealing with racist incidents, and the curriculum covers the knowledge, skills and values which children need to tackle racism when they meet it and to help them to become adults who respect different cultures. However, there are also schools where there are few or no children from ethnic minorities and/or where little has been done to* [*address*](http://www.antibullying.net/racistinfo3.htm) *racism. In such situations racist attitudes can flourish if left unchecked. As a first step schools may need to embark on an awareness raising exercise.*  *We’ve been reading Maniac Magee, which deals a lot with racism. After reading this article it opens my mind, because I didn’t see a connection between bullying and racism. We always talk about bullying at school, but I didn’t realize how racism is so similar. This has changed my perspective.*  Remember, “Critical readers add to or change their personal perspectives by being receptive to new ideas or information presented in nonfiction texts.” |
| ***Active Involvement:***  Now it’s your turn. Think about this article we read.  What information is new to you?  How does this change your personal perspective?  (Think-Pair-Share)  Today we learned that, ”Critical readers add to or change their personal perspectives by being receptive to new ideas or information presented in nonfiction texts.” |
| ***Link:***  As you go off to read more nonfiction articles, please pay attention to how your personal perspectives about the topic changes, and be prepared to share in your book clubs. Remember, “Critical readers add to or change their personal perspectives by being receptive to new ideas or information presented in nonfiction texts.” |
| **Mid-Workshop Teaching Point:** |
| **Share:**  It’s time to get into our book clubs and talk about how your personal perspectives have changed because of reading these articles. |

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| **Unit 9 Mini Lesson 15** |

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| **Unit of Study:** | Social Issues Book Clubs |
| **Goal:** | Reading with a lens and talking back to the text. |
| **Teaching point** *(Kid language!)*: | Critical readers of nonfiction get a deeper understanding of a topic by reading multiple sources of information on the same topic. |
| **Catchy phrase:** |  |
| **Text:** | All of the nonfiction texts from lesson 14 |
| **Chart(?):** |  |
| **Standard:** | 4.RI.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.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.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we dove into some nonfiction articles on the various social issues we’ve been reading about in our fiction books. Today, we are going to wrap up this unit by reading multiple sources of information on the same topic, because, “Critical readers of nonfiction get a deeper understanding of a topic by reading multiple sources of information on the same topic.” |
| ***Teach:***  *Yesterday we read the article on bullying and racism in schools. Today, I’ve found another article on this topic. (Use one from your tubs of nonfiction articles, or you can pull out the one from lesson 10)*  *(Read article) (Put both articles up)*  *Now that I have the bullying and racism in school article and the Race and Racism for kids, I can use these multiples sources to deepen my understanding on Racism. (Explain how your understanding has deepened, for example, racism is a bigger problem than I thought, it all as to deal with people wanting to feel like they are better than other. I don’t understand why we can't all just get along.)*  *Remember, “*Critical readers of nonfiction get a deeper understanding of a topic by reading multiple sources of information on the same topic.” |
| ***Active Involvement:***  Now it’s your turn. Think about these two articles. How has these two articles deepened your understanding of racism?  (Think-Pair-Share)  Critical readers of nonfiction get a deeper understanding of a topic by reading multiple sources of information on the same topic. |
| ***Link:***  This is our last day to keep reading your nonfiction articles, so read several articles on the same social issue and see how your understanding has deepened. Be prepared for one last share. Remember, “Critical readers of nonfiction get a deeper understanding of a topic by reading multiple sources of information on the same topic. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  This is the last time to get together and share your findings. Use your time wisely |