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*Following Characters into Meaning*

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**5th Grade Reading Unit 2**

**Unit of Study Planning Template**

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| Unit: Following Characters into Meaning |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Building Theories, Gathering Evidence * From Inference toward Interpretation * Reading across Books and Characters: seeing similarities and differences and growing bigger theories. |

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

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| Standards: | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.  5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others. 4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.   5.SL.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

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| Key Vocabulary: | Parallel  Struggle  Motivation  Phrases  Prompts  Precise  Compare  Surface |

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| Anchor Texts: | Esperanza Rising, Pam Muñoz Ryan, The Sweetest Fig, Chris VanAllsburg, Thank You, Mr. Faulker, Patricia Polacco, The Bad Case of Stripes, David Shannon, Mr. Peabody’s Apples, Madonna, The Giving Tree, Shell Silverstein, The Tale of Desperaux, by Kate Dicamillo, Number the Stars, by Lois Lowry |

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| Other Resources: | Sticky notes for jotting thoughts |

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| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Assessment checklist  Running Records  Anectodal notes | DRA |

Unit of Study At A Glance Planner

| **UNIT:** Following Characters into Meaning | | |
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| **GOAL:1**  Building Theories, Gathering Evidence | **GOAL:2**  From Inference toward Interpretation | **GOAL:3**  Reading across Books and Characters: seeing similarities and differences and growing bigger theories. |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers understand what they are reading by thinking like the characters, using the characters thoughts as a guide, and by thinking of the story as a whole. (p. 50)   5.RML.2-1   * Readers create theories about characters by noticing their actions to better understand them. (p. 37, 50)   5.RML.2-2  MWTP: Readers think deeply about characters by examining how others treat the character.   * Readers understand that characters are complicated by thinking deeply about times when a person acts out of character (p. 38, 50)   5.RML.2-3   * Readers learn more about characters by paying attention to the objects that the character keeps near and dear. (p. 50)   5.RML.2-4   * Readers understand their stories more deeply by recognizing that different characters can be affected differently by one single event. (p. 38)   5.RML.2-5   * Readers sharpen their ideas about characters by using precise language to describe them and their actions. (p.40,51)   5.RML.2-6 | * Readers organize their thoughts by sorting their post-it notes into piles of ideas. (p.41, 51)   5.RML.2-7   * Readers know big ideas change so they hold them loosely while they read. (p. 42, 51)   5.RML.2-8   * Readers understand their characters better by paying attention to their motivations and struggles. (p. 42, 51)   5.RML.2-9  MWTP: Readers pay close attention to the lessons learned in stories, to help them understand their characters.   * Readers climb to a higher level of thinking by using phrases and thought prompts. (p43, 51)   5.RML.2-10   * Readers better understand characters and the story by noticing the parts that are recurring which may be symbolic of some underlying meaning. (p. 44, 45, 51)   5.RML.2-11   * (skip last lesson in this section) | * Readers think across text by comparing characters from different books. (p. 45, 52)   5.RML.2-12   * Readers compare characters by paying attention to their challenges and struggles. (p. 47, 52)   5.RML.2-13   * Readers see parallels between characters by comparing characters with similar roles across books. (p. 52)   5.RML.2-14   * Readers grow their understanding of characters by talking with others. (p. 47, 52)   5.RML.2-15   * Readers push each other’s thinking beyond the surface by asking questions. (p. 47, 48, 52)   5.RML.2-16   * Readers identify with characters by comparing characters to themselves. (p. 48, 53).   5.RML.2-17 |

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| **WORKSHOP CALENDAR FOR:** | **5th Grade Reading Unit 2** | Date: Oct 26-Nov 30 |
| **Unit of Study: Unit 2** | Following Characters into Meaning |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  |  |  | 26  Readers understand what they are reading by thinking like the characters, using the characters thoughts as a guide, and by thinking of the story as a whole.  5.RML.2-1 |
| 29  Readers create theories about characters by noticing their actions to better understand them.  5.RML.2-2  MWTP: Readers think deeply about characters by examining how others treat the character. | 30  Readers understand that characters are complicated by thinking deeply about times when a person acts out of character 5.RML.2-3 | 31  Halloween Mini Lesson Choice Day | 1  Readers learn more about characters by paying attention to the objects that the character keeps near and dear. (p. 50)  5.RML.2-4 | 2  Work day |
| 5  Readers understand their stories more deeply by recognizing that different characters can be affected differently by one single event. (p. 50, 51)  5.RML.2-5 | 6  Readers sharpen their ideas about characters by using precise language to describe them and their actions. (p.40,51) 5.RML.2-6 | 7  Readers organize their thoughts by sorting their post-it notes into piles of ideas. (p.41, 51)  5.RML.2-7 | 8  Readers know big ideas change so they hold them loosely while they read. (p. 42, 51) 5.RML.2-8 | 9  Readers understand their characters better by paying attention to their motivation and struggles. (p. 42, 51) 5.RML.2-9 |
| 12  Veteran’s Day  No school | 13  Readers climb to a higher level of thinking by using phrases and thought prompts. (p43, 51)  5.RML.2-10 | 14  Readers better understand characters and the story by noticing the parts that are recurring which may be symbolic of some underlying meaning (p. 44, 45, 51)  5.RML.2-11 | 15  Readers think across text by comparing characters from different books. (p. 45, 52)  5.RML.2-12 | 16  Readers compare characters by paying attention to their challenges and struggles. (p. 47, 52) 5.RML.2-13 |
| 19  No school | 20  No school | 21  No school | 22  No school | 23  No school |
| 26  Mini Lesson Choice Day | 27  Readers see parallels between characters by comparing characters with similar roles across books. (p. 52)  5.RML.2-14 | 28  Readers grow their understanding of characters by talking with others. (p. 47, 52)  5.RML.2-15 | 29  Readers push each other’s thinking beyond the surface by asking questions. (p. 47, 48, 52) 5.RML.2-16 | 30  Readers identify with characters by comparing characters to themselves. (p. 48, 53). 5.RML.2-17 |

**Unit of Study Assessment Checklist**

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| **Unit 2:** Following Characters into Meaning |

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| 5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | | | | | 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | | | | 5.SL.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | | |
| Name | I can compare characters from different books. | I can compare characters with similar roles in different books. | I can compare myself to characters. | I can compare characters challenges and struggles. | I can identify characters motivations and struggles. | I can identify lessons learned. |  |  | I can ask and questions about characters. | I can answer questions about characters. |  |
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2=Below 3=Nearly 4=Meets 5=Strong

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| **Unit 2 Mini Lesson 1** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building Theories, Gathering Evidence |
| **Teaching point** | Readers understand what they are reading by thinking like the characters, using the characters’ thoughts as a guide, and by thinking of the story as a whole. |
| **Catchy Phrase:** | Readers use the character’s thoughts and the story as a whole to deepen their understanding. |
| **Text:** | Familiar Text – Thank You Mr. Falker by Patricia Polacco and Mr. Peabody’s Apples by Madonna |
| **Chart(?):** |  |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *This year many of you have been reading books with interesting characters. Characters are an important part of book because if you really understand the characters, you will better understand the book. The author does this on purpose to help us understand the message or lesson in a book.*  *To help us understand what the author is trying to tell us, we need to use the character’s thoughts as well as look at the book as a whole. Because readers use the character’s thoughts and the story as a whole to deepen their understanding.* |
| ***Teach:*** *Watch me as I demonstrate this. In Thank You Mr. Falker, I know that Trisha is struggling with reading The other students make fun of her and she begins to feel different . This makes her think she is dumb. Did you notice how I just paid attention to the character’s thoughts? Well now, I’m going to think about the story as a whole.*  *As I read, I know that Trisha really isn’t dumb. She struggles with a learning disability that makes it hard for her to read. Mr. Falker even says that she is cunning, smart and brave. Did you see how thinking like Trisha and thinking of the story as a whole helped me to better understand what is happening in the book? Because readers use the character’s thoughts and the story as a whole to deepen their understanding.* |
| ***Active Involvement:*** *Now it’s your turn to try this. Listen as I read aloud pg 10 of Mr. Peabody’s Apples and think to yourself what Tommy Tittlebottom is thinking. (Read aloud pg 10) Now partner A turn and tell your partner what Tommy Tittlebottom thinks about Mr. Peabody.*  *Great I heard \_\_\_\_\_\_\_\_ say that Tommy thinks Mr. Peabody is a thief because he didn’t pay for the apple.*  *Now, partner B, think of the story as a whole and tell Partner A what we really know about Mr. Peabody.*  *Great, I heard \_\_\_\_\_\_\_\_ say that actually Mr. Peabody pays for his apple ahead of time so he is not a thief.*  *Do you see how thinking like the character then then seeing the story as a whole will help you better understand what you are reading.* |
| ***Link:***  *Today and every day as you read you should pay attention to the character’s thoughts and the story as a whole. When you do this, you really understand the story because readers use the character’s thoughts and the story as a whole to deepen their understanding.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 2 Mini Lesson 2** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building Theories, Gathering Evidence |
| **Teaching point:** | Readers create theories about characters by noticing their actions to better understand them. |
| **Catchy Phrase:** | Readers create theories about characters by noticing their actions to better understand them. |
| **Text:** | Thank You Mr. Falker by Patricia Polacco and The Sweetest Fig by Chris VanAllsburg |
| **Chart(?):** |  |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We have been reading our fiction stories and thinking deeply about them. We know that when we think deeply we understand our stories better. Yesterday while we were in a meeting with Mr. Larios I noticed another teacher that came in looking really tired. There weren’t any more seats left but Mrs. Vargas let tired teacher have her chair. So I thought, Mrs. Vargas is a thoughtful, caring and considerate person. Did you see how I made a theory about Mrs. Vargas based on her actions?*  *In life, as well as in books, we watch how people act, noticing especially how they respond to events. Based on their actions, we create theories or big ideas to help us better understand them.* |
| ***Teach:*** *Watch me as I look at Mr. Falker’s actions to create a theory about him. I remember in the book Thank You Mr. Falker that Mr. Falker told Trisha she was brilliant whenever she drew. He also told the kids to stop when they were making fun of Trisha. And when Eric was bullying her, Mr. Falker protected her. When Mr. Falker realized that Trisha couldn’t read, he stayed after school to help her learn how.*  *Those are Mr. Falker’s actions but if I put them all together I can create a theory about Mr. Falker. All of those actions show that he is a caring and compassionate teacher .This is how readers create theories about characters by noticing their actions to better understand them.* |
| ***Active Involvement:*** *Now I want you to think about Bibot in The Sweetest Fig. Think about what he does in the story, how he treats his dog and other people. As I show you the pictures, whisper to your partner what you remember about Bibot’s actions. (Teacher does a picture walk to help students generate ideas while students share ideas with their partner.)*  *I heard \_\_\_\_\_\_\_\_ say he wouldn’t give the lady the pills she needed and \_\_\_\_\_\_\_ say that he shoved the old lady out the door. I also heard\_\_\_\_\_\_\_\_\_\_\_\_\_ say he didn’t treat his dog nicely.*  *Now that we have paid attention to his actions, turn and talk to you partner about what theory or big idea you can create about Bibot.*  *I heard\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ saying that Bibot is a mean and selfish man. That’s a great theory!*  *That is how readers notice the character’s actions to create theories about them.* |
| ***Link:***  *Today and every day, as you are reading you want to notice the character’s action to help you create theories about them to better understand your stories. When you create these theories about characters or when you notice an important action, you will want to write it on a post-it note and stick it on the page in your book.* |
| ***Mid-Workshop Teaching Point:***  *Readers think deeply about characters by examining how others treat the character.* |
| ***Share:*** |

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| **Unit 2 Mini Lesson 3** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building Theories, Gathering Evidence |
| **Teaching point:** | Readers understand that characters are complicated by thinking deeply about times when a person acts out of character. |
| **Catchy Phrase:** | Readers understand that characters are complicated by thinking deeply about times when a person acts out of character |
| **Text:** | Esperanza Rising by Pam Muñoz Ryan |
| **Chart(?):** |  |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We have been learning about characters and how they are just like us. Yesterday we looked at characters and their actions. From this we created theories.*  *Today we are going to learn that sometimes characters are complicated just like us. Sometimes we notice an action that doesn’t fit in with the theory we made about them. This is called acting out of character. When we notice a character acting out of character, we need to think about why this is happening. Because readers understand that characters are complicated by thinking deeply about times when a person acts out of character.* |
| ***Teach:***  *Watch me as notice when Marta acts out of character. I know that Mart is a bully. She is mean to Esperanza and calls her Cinderella when Esperanza doesn’t know how to sweep. She also wants the workers to strike so I know she is rebellious, courageous, and brave because she is standing up for what she believes in. However, when La Migra shows up to the shed where Esperanza is working, Marta acts out of character. Instead of being brave and courageous, she cowers behind the crates hiding from La Migra. This is not normal Marta behavior so I need to ask myself why she is acting this way. There must be a reason if the author included this part in the story.*  *One reason might be that no matter how brave a person is, everyone is scared of something. Another reason might be that the author wants to show that Esperanza is a nice person because she can help someone who has been bully towards her. We may not know the exact reason the author has person act out of character, but taking time to think about their actions helps us to better understand the story. Because readers understand that characters are complicated by thinking deeply about times when a person acts out of character.* |
| ***Active Involvement:***  *You give it a try now! Think about what you know about Mama and her relationship with the uncles. We know that Mama doesn’t like the uncles and doesn’t have a lot of respect for them. However, listen as I read aloud a time that Mama acts out of character. (Read aloud pg 55 in Spanish and pg 53 & 54 in English)*  *Turn and share with your partner what Mama did that was out of character and why the author included this part in the story.*  *I heard \_\_\_\_\_\_\_\_\_\_\_\_ say that Mama agreed to marry Tío Luis which was for was her acting out of character. I also heard \_\_\_\_\_\_\_\_\_\_\_\_ say that the reason Mama agreed to marry him was because she was planning to escape all along.*  *It is important to understand that characters are complex and sometimes they act out of character. When this happens you should think about why the author has included this part.* |
| ***Link:***  *Today and every day when you are creating theories about characters, make sure you also pay attention to when they act out of character. Think about why the author has included this part and keep track of it on a sticky note in your book.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 2 Mini Lesson 4** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building Theories, Gathering Evidence |
| **Teaching point:** | Readers learn more about characters by paying attention to the objects that the character keeps near and dear. |
| **Catchy Phrase:** | Readers learn more about characters by paying attention to the objects that the character keeps near and dear. |
| **Text:** | Esperanza Rising by Pam Muñoz Ryan |
| **Chart(?):** |  |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *We’ve been talking about characters and their actions and how they help us to better understand the characters.*  *Another way we can learn more about a character is by looking at what objects the characters keep near and dear. These objects tell us a lot about our characters and they almost always reveal something important about the person. This is why readers pay attention to the objects that the characters keep near and dear.* |
| ***Teach:***  *Watch as I demonstrate how this works. In Esperanza Rising, Esperanza can only take a few items with her to California. One of those items is the blanket that Abuelita was crocheting. The first time we learn about the blanket is when Abuelita is teaching Esperanza to crochet and she uses to explain how life has peaks and valleys. The blanket then appears multiple times throughout the book as Esperanza continues to crochet it as she is sitting by Mama’s bed and then uses the blanket to keep Mama warm. Because this blanket appears multiple times throughout the book and Esperanza keeps it near and dear, I know that it is something important to Esperanaz.*  *When I find an object that is important to a character, I need to stop and think why is this object important to them and how does it help us to better understand the character. I know that one reason that Esperanza holds onto the blanket is because it was started by her Abuelita. Since her grandma wasn’t able to come with them to California, the blanket makes Esperanza feel close to her grandma even though she isn’t able to see her. This tells me that Abuelita is an important person in Esperanza’s life.*  *I also know that Esperanza promises Abuelita, before she left Mexico, that she would finish the blanket for her. Because Esperanza holds onto the blanket and continues to work on it even when Abuelita is not there, it shows she has integrity because she follows through with the promise she made.*  *By paying attention to the blanket and thinking about why it is important to her, I am able to learn more about Esperanza. That is why readers pay attention to the objects that the characters keep near and dear.* |
| ***Active Involvement:***  *Now it’s your turn to try this. Another object that Esperanza keeps near and dear is the doll her Papa gave her for her birthday. This doll Esperanza takes with her on the train and keeps safely stored away in the valise under the bed. Turn and talk with your partner about what the doll tells us about Esperanza.*  *Great ideas! \_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ were discussing how the doll was giving to Esperanza by her Papa so it shows us that Papa was important to Esperanza. \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ were saying that the doll shows how much Esperanza misses her dad. I also heard \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_ saying the doll reminds Esperanza of her life in Mexico when she had pretty things.*  *That is how paying attention to the objects that a character keeps near and dear can help us to learn more about them.* |
| ***Link:***  *Today and every day, as you are reading and you notice an object that a character keeps near and dear. Stop and think about what that object can teach you about the character and keep track of those objects on post it notes in your book.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 2 Mini Lesson 5** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building Theories, Gathering Evidence |
| **Teaching point:** | Readers understand their stories more deeply by recognizing that different characters can be affected differently by one single event. |
| **Catchy Phrase:** |  |
| **Text:** | Esperanza Rising by Pam Muñoz Ryan (p. 26-27) |
| **Chart(?):** |  |
| **Standard:** | 5.RL.1           Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.2         Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  5.RL.3           Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |

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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**We’ve been talking about characters and their actions and how they help us to better understand the characters.  Another way we can learn more about a character is by looking at how they are affected differently by one single event.  How different characters react to the same event tells us a lot about our characters and they almost always reveal something important about the person.  This is why readers pay attention to how different character are affected by one single event. |
| **Teach:**  Watch as I demonstrate how this works.  In Esperanza Rising, (page 26-27) After the funeral of Esperanza’s dad, we can see how she is affected by her dad not being there and compare it to how her mom and Abuelita.  Esperanza’s mom spends the day politely and attentively attending and entertaining the visitors, while Esperanza tries to mimic her mom, but eventually excuses her and her friend and run off to her bed to weep/cry.  This shows that her mom selflessly tries to meet the needs of others, even though she too is suffering from the loss of her husband, while Esperanza attempts to be strong, but breaks down and lets her emotions get to her.  Readers understand their stories more deeply by recognizing that different characters can be affected differently by one single event.(Draw this brainstorming web on the board as you talk about the differences)  https://lh3.googleusercontent.com/S0a8PZnBcCIIYd28Sy30koQBruEk73che7aMZDkDIK6tdgj8zUZFN8tXbRfQxbTHbHlPwxzqlhYlsMgSNEZ1e_AmQbPNzVO-asnN1nA319CYJc6AFBwUdUOUK6NujTwDIw |
| **Active Involvement:**  Now it’s your turn to try this.  Think about how  Abuelita is affected by the death of Esperanza’s dad and what evidence you have to support your thoughts. Readers understand their stories more deeply by recognizing that different characters can be affected differently by one single event. (1 min think time)  Now share with your partner.  (After a minute or two create the web as a class.)  https://lh6.googleusercontent.com/5XpGLbZig1bJJqLz8bAG1EYbu-D7HuojMvDzPFF_zEYdVx7JhzpQTUMJFlghSngKQL6nK6ewSJN1oY164d3jg1eH8SR7gbn3OM_Zz_sb8Dyr2Lfyx6VzUl7SyYxAVVX3Kg |
| **Link:**  Today and every day, as you are reading when you come to a major event, notice Readers understand their stories more deeply by recognizing that different characters can be affected differently by one single event. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit  2 Mini Lesson 6** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Building Theories, Gathering Evidence |
| **Teaching point:** | Readers sharpen their ideas about characters by using precise language to describe them and their actions. |
| **Catchy Phrase:** |  |
| **Text:** | Esperanza Rising by Pam Muñoz Ryan |
| **Chart(?):** |  |
| **Standard:** | 5.RL.1  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.2  Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |

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| **Mini Lesson:  (**7-10 minutes total)  **Connection:**We’ve been talking about characters and how they are affected differently by one single event.  Another way we can sharpen our ideas about a character is by looking at the precise language that the author uses to show what is happening instead of telling.  Readers sharpen their ideas about characters by using precise language to describe them and their actions. |
| **Teach:**  What do you think sounds better?  “Mama was sad and couldn’t sleep so Abuelita helped her.” Or “Abuelita sat by Mama’s bed every night and stroked her head until she slept.”  We know that the second one is better because it uses precise language. When the author wrote that Abuelita stroked her head, I think about when I was a little girl and my mom would do the same thing to me to calm me down if I was crying.  It is a very loving and caring action.  This precise language sharpens my idea about the Abuelita because it shows me that she is very loving and caring; it also let me know that no matter how old she gets, Abuelita sees her her daughter, Mama, as her little girl.  If the author just said “Mama was sad and couldn't sleep so Abuelita helped her” I would not have learned anything about Abuelita.  As a reader it is important to sharpen your ideas about characters by using precise language to describe them and their actions. |
| ***Active Involvement:***  *Now it’s your turn to look at precise language and see how Readers sharpen their ideas about characters by using precise language to describe them and their action*s.  “...Esperanza often woke to Mama’s soft crying.”  Think about how the word “soft” how does using this precise work sharpen your idea of what is really happening?  (1min think)  Talk with your partner about how this word helps you see and understand what is happening.  (2 min talk)  (Share out a few ideas you hear: such as:  > soft means quietly, because she didn’t want to wake up her mom.) |
| ***Link:***  *Today and every day, as you are reading remember that:* Readers sharpen their ideas about characters by using precise language to describe them and their actions. |
| ***Mid-Workshop Teaching Point:*** |
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| **Unit 2 Mini Lesson 7** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | From inference toward interpretation |
| **Teaching point:** | Readers organize their thoughts by sorting their post-it notes into piles of ideas. (p.41, 51) |
| **Catchy Phrase:** | I am noticing that some of these are about…. |
| **Text:** | Esperanza Rising by Pam Muñoz Ryan |
| **Chart:** | Ongoing conversation prompts chart |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  For the last few days we have been talking about the characters in our stories. We have been learning about how characters actions and thoughts teach us about the character. We have also learned that one single event in a story can have a different impact on different characters.  Remember when we read Esperanza Rising? I took lots of notes on post-its about our thoughts about the characters in the book. Today we are going to talk about a new strategy that good readers use to understand their stories better. Good readers know that they can use their post-its to organize their thoughts by looking for patterns among the post-it’s. When they have a big pile of them they read through them all and say to themselves: “I am noticing that some of these are about…” and then they put the ones that are in common, in a pile. That helps them to start to start to organize their thoughts. |
| ***Teach:***  See all these post-it’s that I have on the easel? These are all of the thoughts I had while I was reading the book Esperanza Rising. I prepared them for us today so that I could show you how a good reader can use their notes about their thinking. Good readers know that they can use their post-its to organize their thoughts by looking for patterns among the post-it’s. When they have a big pile of them they read through them all and say to themselves: “I am noticing that some of these are about…” and then they put the ones that are in common, in a pile. That helps them to start to start to organize their thoughts.  Watch me as I show you how I am going to organize these thoughts that I had. You can see that I have 6 post-its, but I want to show you how I believe three of them are connected.  (In advance teacher needs to prepare six post-it notes about thoughts from the story Esperanza Raising. One should be about her greed when she would not share the doll on the train. A second one should be about the chicken lady and her generosity. The third one should be about Esperanza’s kindness and generosity in chapter The Avocados, when she gave the piñata to the poor children. The last three can be about anything else.)  See this first post-it? “I am noticing that it is about” how Esperanza seems greedy because she did not want the little girl on the train touch her doll. Here is another one. “I am noticing that it is about” the chicken lady and how she was generous when she gave away one of her chickens to Esperanza’s mom. “I am noticing that this other one is about” when Esperanza was going to take a piñata to her mom in the hospital but when she meet some poor children and gave them the piñata. I think these three post-it’s are related because they show how Esperanza changes over time. They are all three different events in the book and from different sections of the book, but they go together because they are about the lesson that Esperanza learns in the story. She learns that generosity is important. Since these three post- it go together, I am going to put them in a pile. I will call this pile, “lessons learned”.  I did a good job remembering to use my post-its to help me understand the story better. I said to myself “this one is about…” and then I put them into a pile that went together. This is a good way to organize my thoughts about a story. |
| ***Active Involvement:***  *(In advance teacher needs to teach an interactive read aloud lesson where student partnerships write one post-it about their thoughts about the characters in the story of Esperanza Rising. Collect and display all of he post-its for this lesson.)*  *Now you are going to get a chance to practice this new strategy. The other day you got to write your thoughts on a post-it about Esperanza Rising with your partner. I put all of these post-its on this easel.*  Remember good readers know that they can use their post-its to organize their thoughts by looking for patterns among the post-it’s. When they have a big pile of them they read through them all and say to themselves: “I am noticing that some of these are about…” and then they put the ones that are in common, in a pile. That helps them to start to start to organize their thoughts.  I want you to work with your partner and look at the post-its with all of these thoughts about the characters and events in Esperanza Rising. Take a moment to think together about how these post-its might be related. Look for patterns and maybe even a lesson that is learned. Think about how they are related and imagine that you are actually putting them in a pile together. What would that pile be called? Remember my three post-its was called “Lessons learned”.  (Teacher gives students 2-3 minutes to work together. Teacher listens in as student partnerships talk. )  I noticed that you all did a very good job imagining what post-it notes you would add in a pile. I heard “\_\_\_\_\_\_” say that she would put the post-it note about \_\_\_\_\_\_\_\_ with the note about \_\_\_\_\_\_\_, and she would call that pile \_\_\_\_\_\_\_\_\_\_, because \_\_\_\_\_\_\_\_\_\_. |
| ***Link:***  All right boys and girls, I want you to remember from now on, that whenever you are reading and collecting notes about the stories you are reading, look for ways to connect the post-it notes. That could be by looking for lessons that are being learned, how characters are similar, or even a problem and solution pile.  There are many ways you can organize these notes but the important part is that you are trying to organize these notes because good readers know that they can use their post-its to organize their thoughts by looking for patterns among the post-it’s. When they have a big pile of them they read through them all and say to themselves: “I am noticing that some of these are about…” and then they put the ones that are in common, in a pile. That helps them to start to start to organize their thoughts. |
| ***Mid-Workshop Teaching Point:***  Remember to look for patterns and create post-it notes and create piles so that you can organize your thoughts. |
| ***Share:*** |

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| **Unit 2 Mini Lesson 8** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | From inference toward interpretation |
| **Teaching point:** | Readers know big ideas change so they hold them loosely while they read. (p. 42, 51) |
| **Catchy Phrase:** | “First I was thinking \_\_\_\_\_\_\_\_ but now I am thinking\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_.” |
| **Text:** | Esperanza Rising by Pam Muñoz Ryan, A Bad Case of Stripes by David Shannon |
| **Chart:** | Ongoing conversation prompts chart |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  For the last few days we have been talking about the characters in our stories. We have been learning about how characters actions and thoughts teach us about the character. Yesterday we organized our thoughts from post-its to help us understand the characters better.  Today we are going to talk about another thing that can help us understand characters better. Remember yesterday when we talked about three different events that were related? In the first one Esperanza was greed, in the second one we meet the generous chicken lady and in the third one, it shows Esperanza being kind. This is a good example how characters can evolve, or change over time.  Good readers know that characters evolve over time and their thinking needs to evolve as well, so readers know how to hold their theories or ideas about characters loosely. They say to themselves “First I was thinking \_\_\_\_\_\_\_\_ but now I am thinking\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_.”  (Add this new catchy phrase to the ongoing conversations prompt chart.) |
| ***Teach:***  I am going to think aloud so that you see how my thinking changes over time. In the beginning when we first meet Esperanza, I remember how she thinks to herself how she can’t imagine living anywhere else but E Rancho de las Rosas, with any less servants or surrounded by the people who love her. “First I was thinking” that she was very selfish.  Soon after, everything changes in Esperanza’s life when her father dies. She has to flee from El Rancho de las Rosas to go live in a new place where people speak a new language. She is soon reminded that there are no servants to attend to her. She has to learn to do things for the first time on her own, to be independent as well as to see things from the perspective of others. “Now I was thinking” that she was becoming more independent and started to think about other peoples point of view.  By the end of the story, Esperanza’s character has really changed. She learns to be a kind and compassionate person. She also learns to think about others and their needs like when she gives away the piñata that was going to be for her mom. “At the end of the story” I was thinking that Esperanza was kind and generous.  Did you notice how my theory of Esperanza changed throughout the story? Good readers know that characters evolve over time and their thinking needs to evolve as well, so readers know how to hold their theories or ideas about characters loosely. They say to themselves “First I was thinking \_\_\_\_\_\_\_\_ but now I am thinking\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_.” |
| ***Active Involvement:***  Now I am going to give you and your partner a chance to practice this new strategy. Do you remember when we read The Bad Case of Stripes? Camilla was the main character in the story. I am going to slowly turn the pages while you and your partner try to remember what was happening. While you are thinking about what is happening I want you to hold your theories loosely about Camilla’s character because she will change over time.  Remember good readers know that characters evolve over time and their thinking needs to evolve as well, so readers know how to hold their theories or ideas about characters loosely. They say to themselves “First I was thinking \_\_\_\_\_\_\_\_ but now I am thinking\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_.”  I am going to turn to the first few pages and I want you to tell your partner what you were you thinking at the beginning of the story about Camilla. Say “First I was thinking….”  (Teacher gives students a minute to talk)  Now I am going to turn to the middle of the story. Tell your partner what you are thinking about Camilla now. Say “Now I am thinking \_\_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_.”  (Teacher gives students a minute to talk)  Now I am going to turn to the end of the book, tell your partner what you are thinking about Camilla now. Say “Now I am thinking\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_.”  (Teacher gives students a minute to talk)  You all did a great job discussing how Camilla’s character evolves over time. Remember characters in stories change over time so it’s important to hold your theories about them loosely. |
| ***Link:***  We have learned a lot of new strategies on how to understand our characters more deeply. Today’s strategy was about allowing our ideas about characters to change over time. I want you to always remember from now on that whenever you are reading about a character, it’s a good idea to hold your theories loosely about them because they will be continually changing.  While you are reading independently today remember to use all of the strategies that you know about because sometimes you will need a strategy that we learned that day or a strategy you learned a month ago. |
| ***Mid-Workshop Teaching Point:***  Are you noticing how your characters are changing? Remember your ideas about characters change as they change. |
| ***Share:*** |

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| **Unit 2 Mini Lesson 9** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | From inference toward interpretation |
| **Teaching point:** | Readers understand their characters better by paying attention to their motivations and struggles. (p. 42, 51) |
| **Catchy Phrase:** |  |
| **Text:** | The Bad Case of Stripes by David Shannon |
| **Chart:** | Ongoing conversation prompts chart |
| **Standard:** | 5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  We are in the middle of a unit all about characters and ways to understand them more deeply. Remember yesterday when we talked about how Esperanza and Camilla both changed as the story unfolded? Just like people in real life, characters face challenges and learn to overcome them. When this happens to us we are forever changed because we learn lessons.  Today we are going to talk about how to pay attention to characters motivations or what drives them to do things and their struggles. By doing this we will understand characters better. Readers understand their characters better by paying attention to their motivations and struggles. |
| ***Teach:***  Yesterday we talked a little bit about Camilla in The Bad Case of Stripes. She has a big problem or struggle that she is trying to overcome in the story and she definitely learns a lesson. Watch me think out loud about this. I am going to think carefully about her motivations and struggle because “readers understand their characters better by paying attention to their motivations and struggles”.  (Teacher turns to page 1.)  I am going to read this first page out loud to you then I am going to tell you about what I think her motivation is and her struggle. There are a lot of words and phrases on this page that tell me Camilla’s struggle and motivation. Like right here it says, Camilla was always worried about what other people thought of here and she wanted to fit in. Then it says she tried out forty-two outfits. Oh and right here it says there were so many people to impress!  I think that Camilla’s struggle on this page is finding an outfit to wear. The reason this is s a struggle is because she always worries about what other people think of here. I think the motivation she has for trying on forty-two outfits is that she wants to impress people.  (Teacher turns to page 2.)  I am going to read this page and think out loud about her struggle and motivations. After reading this page I think her struggles is that she will have to miss the first day of school and she does not want to, but it says here that she was relieved about it. I know that does not mean she didn’t want to go to school and is happy, it means that she felt happy that other kids would not make fun of her for her stripes. Her motivation for staying home was here fear about what other kids would say. |
| ***Active Involvement:***  Now I just got done telling you that it is important to think about a character’s struggles and motivations. I also told you that characters learn lessons from the struggles that they overcome. Camilla learned a big lesson in this story because of all the struggles that she had. In just a moment I will slowly turn through the pages of the book and I want you to talk to each other about the struggles that she is having on each page.  Remember good readers understand their characters better by paying attention to their motivations and struggles.  (Teacher allows student partnerships to talk about the struggles that she is facing throughout the book up until the old lady comes.)  Now I want you to tell your partner the lesson that she learned and what motivated her to eat the lima beans at the end of the story.  (Teacher allows student partnerships to talk about the lessons she learned and the motivation she had for eating the lima beans.)  I heard\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ say that Camilla’s motivation for eating lima beans was \_\_\_\_\_\_\_\_\_\_\_\_. |
| ***Link:***  We learned something today that I want you to remember always. That is that we can learn a lot about our characters by paying attention to how they struggle and what they do to overcome it. When we do this we will also uncover the lessons that they learn.  Remember good readers understand their characters better by paying attention to their motivations and struggles. |
| ***Mid-Workshop Teaching Point:***  Readers pay close attention to the lessons learned in stories, to help them understand their characters. |
| ***Share:*** |

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| **Unit 2 Mini Lesson 10** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | From inference toward interpretation |
| **Teaching point:** | Readers climb to a higher level of thinking by using phrases and thought prompts. (p43, 51) |
| **Catchy Phrase:** | Good readers know how to elaborate on their thoughts. They keep the conversation going so they can learn more |
| **Text:** | Mr. Peabody’s Apples |
| **Chart:** | Elaboration prompts |
| **Standard:** | 5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others. 4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  I am so excited about all of the learning that is going on around this room. You are all becoming such great readers. You’re learning how to analyze your characters deeply by thinking about their actions, their motivations, their struggles and the lesson that they learn. This is high-level thinking you’ve been doing, and you’re really getting great at it!  Today I am going to teach you how you can deepen your conversation with other readers through thought prompts. A prompt is something that gets you started on something. We have been using some prompts during the first couple of weeks in this unit. You can see those on the conversation prompts chart. Today we are going to start a new chart called elaboration prompts. The word elaboration means to expand on something more deeply and more precise so we are going to learn to talk more deeply and be more precise with other readers.  Readers climb to a higher level of thinking by using phrases and thought prompts. They know how to elaborate on their thoughts. They keep the conversation going so they can learn more. |
| ***Teach:***  Elaboration chart  Perhaps it’s because…  Or maybe it’s…  Another thing that it could be…  This connects to earlier when…  That reminds me of…  A stronger word to describe that is…  This seems significant because…  (Teacher writes the above elaboration prompts chart in advance)  Sometimes when we are reading we may get stuck on an idea and it may be hard to find more to think about or talk about. I will be showing you how I use some of the thought prompts from the chart to help keep my thinking going because good readers know how to elaborate on their thoughts. They keep the conversation going so they can learn more.  We read the story of Mr. Peabody’s Apples and on page. 10 we read about how Mr. Peabody is seen by a young boy taking the shiniest apple and not paying for it. This seems strange to the boy and here I start to think that Mr. Peabody stole the apple because the little boy did not see him pay for it. On the next page it says that Mr. Peabody is seen once again taking a shiny apple and putting it in his bag without paying anyone for it.  At first all I could think about how Mr. Peabody must be a thief and I seemed to have gotten stuck on that one idea. I was asking myself why Mr. Peabody would take the apple. I decided to use elaboration prompts to help me keep my thinking going. Perhaps it was because he was really hungry and did not have time to pay for it, or maybe he had forgotten his money at home. This reminds me of another story I read in which a little girl and her brother were so poor that they would sometimes seal fruit from the market. Mr. Peabody does not seem poor so why did he take the apple?  By using some of the thought prompts I was able to think of more ideas and possible answers to my questions and one idea lead to another idea. At the end of the story we find out that Mr. Peabody was not a thief but that he was actually paying for the apples at a later time. With the help of thought prompts, I was able to deepen my thinking.  Good readers know how to elaborate on their thoughts. They keep the conversation going so they can learn more |
| ***Active Involvement:***  Now it is your turn to practice with a partner climbing to a higher level of thinking by using phrases and thought prompts. Think of the book that you are reading and choose one of the elaborations thought prompts to help you keep your thinking going.  (Teacher gives students a minute to think)  Now you are going to share with your partner what prompt you used and how that helped you deepen your thinking. |
| ***Link:***  Today while you are reading, if you feel you are getting stuck on one idea, in order to learn more, try to elaborate by using a couple of elaboration prompts from our chart. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 2 Mini Lesson 11** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | From inference toward interpretation |
| **Teaching point:** | Readers better understand characters and the story by noticing the parts that are recurring which may be symbolic of some underlying meaning. (p. 44, 45, 51) |
| **Catchy Phrase:** | Good readers know how to elaborate on their thoughts. They keep the conversation going so they can learn more |
| **Text:** | Mr. Peabody’s Apples |
| **Chart:** | Elaboration prompts |
| **Standard:** | 5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others. 4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. |

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| **Mini Lesson: (**7-10 minutes total) | | |
| ***Connection:***  I am so excited about all of the learning that is going on around this room. You are all becoming such great readers. You’re learning how to analyze your characters deeply by thinking about their actions, their motivations, their struggles and the lesson that they learn. This is high-level thinking you’ve been doing, and you’re really getting great at it!  Today I am going to teach you how you can deepen your conversation with other readers through thought prompts. A prompt is something that gets you started on something. We have been using some prompts during the first couple of weeks in this unit. You can see those on the conversation prompts chart. Today we are going to start a new chart called elaboration prompts. The word elaboration means more deeply and more precise so we are going to learn to talk more deeply and be more precise with other readers.  Readers climb to a higher level of thinking by using phrases and thought prompts. They know how to elaborate on their thoughts. They keep the conversation going so they can learn more. | | |
| ***Teach:***  Elaboration chart  Perhaps it’s because…  Or maybe it’s…  Another thing that it could be…  This connects to earlier when…  That reminds me of…  A stronger word to describe that is…  This seems significant because…  (Teacher writes the above elaboration prompts chart in advance)  We read the story of Mr. Peabody’s Apples | | |
| ***Active Involvement:*** | | |
| ***Link:*** | | |
| ***Mid-Workshop Teaching Point:*** | | |
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| **Unit 2 Mini Lesson 12** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Reading across Books and Characters: seeing similarities and differences and growing bigger theories |
| **Teaching point:** | Readers think across text by comparing characters from different books (p. 45, 52) |
| **Catchy Phrase:** | Building a bridge between characters. |
| **Text:** | The Sweetest Fig by Chris VanAllsburg and The Giving Tree by Shell Silverstein, |
| **Chart(?):** | Ways to Build Bridges, start a chart that lists the different ways to compare characters (for lessons 12-14) |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Readers, so far you’ve been studying a character and finding precise words to describe this character. You’ve been studying what this character wants, the challenges this character faces, and how this character grows or changes.  Today, I want to teach you that readers can place several characters, even ones that appear in altogether different books, alongside each other to compare them. While characters can look the same, good readers look beyond what is physically there to get into other aspects.  For instance, how are they alike? Do they face the same challenges? Do they come from similar backgrounds?  When we ask ourselves these kinds of questions across books, we can begin to understand characters more deeply. Different authors use similar character types in their books. What we learn about one character in one book can help us better understand another character in another book. It’s like building a bridge between characters.  Good readers build bridges between characters. |
| ***Teach:***  Let me show you how this works. I’m thinking of Aladdin from Aladdin and the Magic Lamp. When I think of a character that’s similar to Aladdin, I think of Jack from Jack and the Beanstalk. Thinking about these two characters and how they’re the same will help me to understand them more deeply.  Now, I know they’re both boys, but does that really help me to dig deeper? Not really, so then I think about where they come from. Well, they’re both poor and fatherless. They both want to help out their mothers and have a better life than they currently do. They also make decisions that are sometimes a little risky. I mean really who would take beans from a stranger and plant them, or jump into a hole of darkness just in case there might be a treasure?  So, I know their backgrounds are the same and I know they do things that are a little risky, which means I can use what I know about Jack to help me better understand Aladdin or a future character with similar traits.  Good readers build bridges between characters. |
| ***Active Involvement:***  Now it’s your turn to try. Remember Monsieur Bibot from The Sweetest Fig and the boy from The Giving Tree? Once again, we know they’re both boys, but what else is there? What do they have in common? Take a moment to think about this silently to yourself.  Alright. Have something to share with your partner? Partner A, turn to your partner and share out the comparison you just made. Then, Partner B, share out the bridge that you built.  I heard *(*name*)* say *(*\_\_\_\_\_\_\_\_\_\_\_\_*)*. *Share a few examples of different connections.*  Remember, good readers build bridges between characters. |
| ***Link:***  From today on, I want you to think how building bridges between characters can help you deepen your understanding of those and other characters. |
| ***Mid-Workshop Teaching Point:***  As you’re building bridges between characters, be sure to write down where in the book you found these similarities. Using a specific point makes your connection stronger. |
| ***Share:*** |

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| **Unit 2 Mini Lesson 13** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Reading across Books and Characters: seeing similarities and differences and growing bigger theories |
| **Teaching point:** | Readers compare characters by paying attention to their challenges and struggles. |
| **Catchy Phrase:** | Building a bridge between characters. |
| **Text:** | Mr. Peabody’s Apples by Madonna and A Bad Case of Stripes by David Shannon, |
| **Chart(?):** | Ways to Build Bridges |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Yesterday, we began building bridges between characters and books. Just as we built bridges about the similarities between how characters are, we can also build bridges about struggles or challenges that they face.  What does the character want? What are they working towards? What is the challenge that they face; the problem? Have they learned anything?  When we ask ourselves these kinds of questions across books, we can begin to understand characters more deeply. Different authors use similar struggles in their books. What we learn about one character’s struggles in one book can help us better understand another character’s struggles in another book. It’s widening that bridge between characters.  Good readers build bridges between characters. |
| ***Teach:***  Remember Aladdin and Jack from yesterday? Thinking about these two characters and the challenges they faced will help me strengthen the connection between them.  What does the character want? What is he working towards? What is the challenge he faces; the problem? Has he learned anything?  Well, he was poor and trying to make a better life for his mother and him. Because they didn’t have a lot of money, they couldn’t buy new clothes and were struggling to put food on the table. As I began to read Jack and the Beanstalk, I thought of Aladdin. I already understood some of the challenges of being poor because Aladdin helped to show me them. I knew Jack would have a hard time finding food to eat, and I was wondering how he was going to meet that challenge.  Do you see what I did there? I took one character’s struggle from one story and used it to help me understand what another character was going through who had a similar challenge. This gets me wondering if Jack is going to solve this problem the same way Aladdin did, or if he’s going to take different path.  I might not find the answer right away, but by thinking about the similarity in the struggle, I have a good question I can keep going back to in my mind as I read to help me strengthen my bridge between characters.  Good readers build bridges between characters. |
| ***Active Involvement:***  Now it’s your turn to try. Let’s use A Bad Case of Stripes and Mr. Peabody’s Apples. The main characters are 2 totally different types of characters. Sometimes, the characters can be totally different and face the same kinds of challenges. Before we begin, take a minute to think on the lesson each one learned.  What do Camilla and Mr. Peabody want? What are they working towards? What is the challenge that they face; the problem? Have they learned anything or have they helped anyone to learn anything?  Take a moment to think about this silently to yourself.  Alright. Have something to share with your partner? Partner A, turn to your partner and share out the comparison you just made. Then, Partner B, share out the bridge that you built.  I heard *(*name*)* say *(*\_\_\_\_\_\_\_\_\_\_\_\_*)*. *Share a few examples of different connections.*  Remember, good readers build bridges between characters. |
| ***Link:***  From today on, I want you to think how building bridges between characters using the challenges they face, can help you deepen your understanding of characters and deepen your enjoyment of reading. |
| ***Mid-Workshop Teaching Point:***  As you’re building bridges between characters and widening those bridges with similarities between their struggles, be sure to write down where in the book you found these. Using a specific point makes your connection stronger. |
| ***Share:*** |

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| **Unit 2 Mini Lesson 14** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Reading across Books and Characters: seeing similarities and differences and growing bigger theories |
| **Teaching point***:* | Readers see parallels between characters by comparing characters with similar roles |
| **Catchy Phrase:** | Building a bridge between characters. |
| **Text:** | Thank You, Mr. Falker by Patricia Polacco |
| **Chart(?):** | Ways to Build Bridges |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Over the last few days, we have begun to build bridges between characters and books by comparing characters and their struggles. In doing this, we’ve been able to widen our bridge and strengthen our understanding about characters and, ultimately, the books we read.  Yesterday, we asked ourselves questions about characters. We chose some characters because they had similar struggles, or learned the same lesson. We compared some characters that may have been in different roles, but today we’re going to draw some parallels between characters in similar roles. Does everyone understand what I mean by “role?” It could be 2 best friends, 2 moms, 2 grandfathers, 2 villains, or even 2 pets. We sometimes uncover bridges that we may not have noticed before by looking across texts at characters with similar roles.  Good readers build bridges between characters. |
| ***Teach:***  Remember that wonderful story, Thank You, Mr. Falker? It has some standard character roles. There’s the grandparents, the young girl, the brother, the mother, the bully, and, of course, that amazingly spectacular teacher, Mr. Falker.  I’m going to use Loser by Jerry Spinelli as my comparison book. I’m going to think about the teachers in both books. Perhaps it’s because I’m a teacher, but the character of Mr. Falker really reminds me of all the wonderful things teachers can be: mentors, guides, supports, strengths when you’re not having a very good day.  On the other hand, there are the teachers that poor Zinkoff has. They are mean to him, give him extra-homework, make him give up his prized possessions, and, ultimately don’t stand up for him.  While both of these characters are completely different, they do have one thing in common: they are both teachers. And we know that teachers are people (trust me, they are). And people can make mistakes, or have flaws, or they could be wonderful and be heroes. Comparing this role in 2 different books, helps me to understand that, while both are teachers, they act differently. This means a teacher can have many sides to the role. I bet there are other examples of teachers that are more like Mr. Falker in other books.  I can think deeply about the role of teacher, because I’ve built these bridges across different books. Good readers build bridges between characters. |
| ***Active Involvement:***  Now it’s your turn to try. We’re going to stick with Thank You, Mr. Falker. As we mentioned, there are many different roles to choose from. You could think about the grandparents, the mom, the brother, the nasty bully, the young girl or the teacher. Who you choose will depend on the other books you may be reading. Is there a role in one of those books that fits with a role in this book?  Take a moment to think about this silently to yourself.  Alright. Partner A, turn to your partner and share out the role comparison you just made. Then, Partner B, share out the bridge that you built.  I heard *(*name*)* say *(*\_\_\_\_\_\_\_\_\_\_\_\_*)*. *Share a few examples of different connections.*  Remember, good readers build bridges between characters. |
| ***Link:***  From today on, I want you to think how building bridges across roles in different books can help you deepen your understanding of characters and deepen your enjoyment of reading. |
| ***Mid-Workshop Teaching Point:***  As you’re building bridges between characters and widening those bridges with similarities between their struggles, be sure to write down where in the book you found these. Using a specific point makes your connection stronger. |
| ***Share:*** |

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| **Unit 2 Mini Lesson 15** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Reading across Books and Characters: seeing similarities and differences and growing bigger theories |
| **Teaching point:** | Readers grow their understanding of characters by talking with others |
| **Catchy Phrase:** | Good readers deepen their understanding when they talk about books! |
| **Text:** | Any book you have read |
| **Chart(?):** | Elaboration prompts |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*,building on others’ ideas and expressing their own clearly.  5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  As we have built bridges across books it has helped us learn more about our characters. We have noticed how characters in one story help us to understand characters in other stories by closely studying what they are like, the struggles they face and how they deal with them as well as how authors develop particular roles in books.  We can deepen our understanding even further by talking with someone about what we have learned. When I am done with a really good book, or even in the middle, I sometimes like to talk with someone about parts I am noticing especially if it reminds me of a person I know or another character in a book.  Today we are going go back to our elaboration prompts chart from last week. One of the best ways to grow ideas is through conversation. I want to remind you that when we describe all that we’re noticing and thinking about a character to a partner, our thinking grows. Partners help each other notice new patterns or suggest details that we may have overlooked, allowing for a far richer compare and contrast.  Good readers deepen their understanding when they talk about books! |
| ***Teach:***  So last week we got a chance to practice using prompts to elaborate our thinking about the stories we are reading. Today, I am going to show you how we use these same prompts to share our growing ideas with our partners.  Here are our prompts:  Perhaps it’s because…  Or maybe its…  Another think it could be…  This connects to earlier when …  That reminds me of…  A stronger word to describe that is …  This seems significant because….  I am going to ask Kevin to help me. Go ahead and bring your book with you Kevin. Great, ok. Kevin and I are going to talk about our books. I am going to begin by telling him about my book. Which is The Tale of Desperaux.  Kevin, in my book the mouse doesn’t want to be a mouse. Here I will pause and look up at the prompts to decide which one I want to use to elaborate on my thinking. **I think this is because…**if he wanted to be an ordinary mouse, the story line would have gone a different way. The author made him a mouse with really big dreams so he could be the hero in the story.  Now it’s Kevin’s turn. (Kevin tells me something about his book and uses a prompt)  As we are telling each other about our books we can also respond if it’s appropriate.  (use another prompt. Demonstrate a partner response after the other partner uses a prompt)  Did you see how Kevin and I used the prompts to help us begin our discussion? We found that as we were talking we had new ideas about what we read.  Good readers deepen their understanding when they talk about books! |
| ***Active Involvement:***  Now, you try it! I know you don’t have your books with you right now, but you can pretend. Let’s look at the elaboration prompts. Think about what you’d like to share with your partner.  Ready? Ok, Partner A, turn to your partner and begin by sharing something about your book.  I heard (name) say (\_\_\_\_\_\_\_\_\_\_\_\_). Remember, good readers deepen their understanding when they talk about books! |
| ***Link:***  From today on, I want you to remember that talking about books can help you deepen your understanding of characters and deepen your enjoyment of reading.  Good readers deepen their understanding when they talk about books! |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 2 Mini Lesson 16** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Reading across Books and Characters: seeing similarities and differences and growing bigger theories |
| **Teaching point***:* | Readers push each other’s thinking beyond the surface by asking questions. |
| **Catchy Phrase:** | Good readers deepen their understanding when they talk about books! |
| **Text:** | Any book you have read |
| **Chart(?):** | Discussion Prompts |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*,building on others’ ideas and expressing their own clearly.   1. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Yesterday we began discussing our books more with our partners. We were able to experience how much deeper we can understand our books by just talking about them. I heard some really amazing conversations between partners and many partners could be heard saying. “Oh, I never thought about it that way.”  Today I want to remind you that partners can push each other to think beyond the surface, even further, by asking questions.  To do this we will practice using some question prompts with our reading partners to help us think beyond the surface of what we know about our characters.  Good readers deepen their understanding when they talk about books! |
| ***Teach:***  Here is how it works. I am going to use Anayeli to help me. Go ahead and bring your book up with you. As you sit with your partner today you will get to use these question prompts to guide you through the discussion of your books. Your partner may have read your book before, or they may not. Either way, you will have a great discussion about how your characters, their struggles or the roles in your books are similar.  My book is The Tale of Desperaux by Kate Dicamillo. What is your book Anayeli? As Anayeli and I begin we can work our way down the prompts.  Ok, these are the prompts we can use:   * What does your character really want? * What is your character’s biggest struggle? * Why do you think that? Can you say more? * Is there something in the text that makes you think that? * I think our/these two characters might be similar because… * I think our/these two characters might be different because… * Have you found the same thing with the character in your story?   (Model conversation around 1-2 bullets)  Did you see how Anayeli and I used the prompts to help us begin our discussion? Then, we got super excited as we found lots of ways our books were the same!  Good readers deepen their understanding when they talk about books! |
| ***Active Involvement:***  Now, you try it! I know you don’t have your books with you right now, but you can pretend. Let’s look at the very first bullet. Your partner is going to be asking you this question. Think to yourself about what your character really wants.  Ready? Ok, Partner A, turn to your partner and begin by asking the question.  I heard (name) say (\_\_\_\_\_\_\_\_\_\_\_\_). I noticed as they began their conversation that their characters didn’t have a similar struggle, but instead that they did find that their characters used their friends to help solve the problem!  Remember, good readers deepen their understanding when they talk about books! |
| ***Link:***  From today on, I want you to talk about the books you are reading. Talking about books can help you deepen your understanding of characters and deepen your enjoyment of reading.  Good readers deepen their understanding when they talk about books! |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 2 Mini Lesson 17** |

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| **Unit of Study:** | Following Characters into Meaning |
| **Goal:** | Reading across Books and Characters: seeing similarities and differences and growing bigger theories |
| **Teaching point:** | Readers identify with characters by comparing characters to themselves (p. 48, 53) |
| **Catchy Phrase:** | Building a bridge between characters. |
| **Text:** | Thank You, Mr. Falker by Patricia Polacco |
| **Chart(?):** | Ways to Build Bridges |
| **Standard:** | 5.RL.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  5.RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  It has been wonderful spending these last few weeks with you all, digging in deep with some of the characters that we love (and hate) and looking at the different ways they are similar. We’ve looked at their gestures, their thoughts and paid close attention to the things they love. We’ve also endured their struggles and noticed the same thing happening over and over. We’ve discovered how the roles, challenges, lessons and, ultimately, how a character is, can provide a bridge to understanding other characters more deeply. We know these comparisons help us to enjoy books more. So, thank you for this experience.  Today we are going to conclude our exploration by comparing these characters with one final thing… ourselves. We are the most important character that we can make comparisons to, because something wonderful happens when we have a lot in common with a character… we identify with them.  Identification is the strongest bridge you can make with a character.  And, good readers build bridges between characters. |
| ***Teach:***  *This is a personal connection and might vary teacher to teacher. Please feel free to use your own connection with another character previously discussed in one of the lessons.*  Remember the hero from Thank You, Mr. Falker? No, not the grandmother. Not the grandfather. The teacher! Well, of course it should go without saying that, being in a similar role, I connect with Mr. Falker.  I became a teacher because I had a hard time in school. Not in the same way that Trisha did, but a very hard time nonetheless. I would think to myself growing up that if I could, I would go back and make sure other kids didn’t have the same struggles I did. While I don’t know why Mr. Falker became a teacher for sure, I can infer that because he always called out the bullies, and could identify that Trisha was having a hard time, he became a teacher for similar reasons. I would like to think that I support students in this way. I try and create a place that is free from bullying, where everyone feels safe and can get the support they need.  Remember at the end when he and Ms. Plessy are crying in the corner after Trisha is able to read? I’ve had that experience with students too. There’s something so awesome about seeing a student achieve a dream, that it brings good tears to your eyes. Both Mr. Falker and I have been able to experience that moment as well.  Comparing myself with Mr. Falker gives me a deep connection with Thank You, Mr. Falker, because I identify with one of the main characters. Every time I read it, I can imagine myself in the book because I’ve built a bridge between it and myself.  Good readers build bridges between characters. |
| ***Active Involvement:***  Alright, your turn. Think about all the wonderful characters we have looked at over the course of the last few weeks. Is there any character that you connect to? Why do you connect? What specifically do you have in common? Notice that I didn’t share a connection between what both Mr. Falker and I like to do. I could say that we’re similar because we both like to teach kids, but that’s waaaay too obvious for us now. Our bridges need to be strong and have deep connections.  Take a moment to think about this silently to yourself.  Alright. Partner A, turn to your partner and share out the comparison you just made between a character and yourself. Then, Partner B, share out the bridge that you built.  I heard *(*name*)* say *(*\_\_\_\_\_\_\_\_\_\_\_\_*)*. *Share a few examples of different connections.*  Remember, good readers build bridges between characters. |
| ***Link:***  From today on, I want you to think how building bridges between yourself and a character can help you identify with that character, which only deepens your enjoyment of reading. |
| ***Mid-Workshop Teaching Point:***  Characters can also teach us something about ourselves that we didn’t know existed. For example, in The Giving Tree, I found myself identifying with the boy a little bit while I was reading it. This makes me think that sometimes, I might be a little selfish. Try and see if a character you’re reading about tells you something you didn’t know about yourself. |
| ***Share:*** |