**Unit 9 Table of Contents**

*Option 2-Author Study, Reading Like a Fan*

|  |  |
| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards)
 | 3-5 |
| * [Unit 7 at a Glance](#ataglance)
 | 6-7 |
| * [English/Spanish/Russian Monthly Planner](#calendar)
 | 8-9 |
| * [Assessment Checklist](#assessmentchecklist)
 | 10 |

|  |  |  |
| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers show they’re fans of an author by reading and re-reading several of their books. | 11-12 |
| [Lesson 2](#lesson2) | Readers become experts on an author by getting to know the characters. | 13-14 |
| [Lesson 3](#lesson3) | When readers read more than one book by the same author, we come to know the author | 15-17 |
| [Lesson 4](#lesson4) | Readers get to know their author better by comparing and contrasting the setting in different books by the same author. (p. 178 p. 185) | 18-21 |
| [Lesson 5](#lesson5) | Readers read like writers by mimic in their own writing, the structures of the authors they love. (p. 180 p. 185) | 22-24 |
| [Lesson 6](#lesson6) | Readers learn from their favorite authors by looking closely at a specific passage they love. (p. 180 p. 186) | 25-27 |
| [Lesson 7](#lesson7) | Readers look closely at their favorite authors writing by thinking about why the author writes the way they do. (p. 186) | 28-30 |
| [Lesson 8](#lesson8) | Readers fill in the gaps by using what they know about the author. (p. 180 p. 186) | 31-33 |
| [Lesson 9](#lesson9) | Readers become stronger writers by noting places in a book where the author does something they want to try. (p. 180 P. 186) | 34-36 |
| [Lesson10](#lesson10) | Readers become experts on their authors by carefully looking at the big issues and themes in author’s books. (p. 181 p. 186) | 37-39 |
| [Lesson11](#lesson11) | Readers learn who the author is and what he stands for by identifying recognizing common themes and topics. (p. 181, p 182, p. 187) | 40-42 |
| [Lesson12](#lesson12) | Readers compare and contrast books by the same author by using what they know about the author’s style. (p. 182, p. 187) | 43-45 |
| [Lesson13](#lesson13) | Readers figure out what connects them to characters or situations by writing and talking to others about their favorite passages. (p. 182 p. 187) | 46-48 |
| [Lesson 14](#lesson14) | Readers learn from their favorite author by learning from the lessons the author teaches. (p. 183 p. 187) | 49-51 |
| [Lesson 15](#lesson15) | Readers become stronger writers by being inspired by the topics and themes that reoccur in their favorite authors books. (p. 183 p. 188) | 52-54 |
| [Lesson 16](#lesson16) | Readers show they are dedicated fans by continuing to read their favorite authors books during the summer. (p. 183 p. 188) | 55-57 |

|  |  |
| --- | --- |
| ***Grade 5 Reading Unit 9*** ***Unit of Study Planning Template*** | ***Dates******May 29th – June 12th***  |

|  |  |
| --- | --- |
| Unit: | Option 2- Author’s Study- Reading Like a Fan |

|  |  |
| --- | --- |
| Goals:*(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * When Readers Read More Than One Book By The Same Author, We Come To Know That Author
* When We Read Many Books By An Author We Love, We Apprentice Ourselves To That Author’s Craft
* Becoming An Author Expert
* Readers Explore The Deeper Connections That An Author Inspires In Us And Make Future Reading Plans
 |

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

|  |  |
| --- | --- |
| Standards: |  5.RF.4 Read with sufficient accuracy and fluency to support comprehension.1. Read grade-level text with purpose and understanding.
2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.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.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.1. Interpret figurative language, including similes and metaphors, in context.
2. Recognize and explain the meaning of common idioms, adages, and proverbs.
3. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
 |

|  |  |
| --- | --- |
| Key Vocabulary: | author’s craft (estilo del autor), similes, metaphors, expert, apprentice, strategy, compare, contrast, analyze, setting, structure, pattern, theme, theory, fan, appreciation, issues, “known for”, expertise, resonate, mimic, dialogue, cadence, sentence variation(fluency).  |

|  |  |
| --- | --- |
| Anchor Authors: | Lois Lowry, Gary Paulson, Patricia Polacco, Kate DiCamillo, Pam Muñoz Ryan, Sharon Creech, Chris Van Allsburg,  |

|  |  |
| --- | --- |
| Other Resources: |  |

|  |  |  |
| --- | --- | --- |
| Assessment:*(Including CCSS performance task.)* | *FORMATIVE* | *SUMMATIVE* |
| * Ongoing anecdotal notes, reading response journals, writing from writer’s workshop, assessment checklist, running record, book club conversation notes
 | * Published piece of writing in favorite author’s style
* DRA/EDL, running record.
 |

Unit of Study at a Glance Planner

Grade 5, Reading

| **UNIT 9** *Option 2-Author Study, Reading Like a Fan* |
| --- |
| **GOAL:**When readers read more than one book by the same author, we come to know the author. | **GOAL:**When we read many books by an author we love, we apprentice ourselves to the author’s craft. | **GOAL:**Becoming an expert. | **GOAL:**Readers explore the deeper connections that an author inspires in us and makes future reading plans. |
| **MINILESSONS:**  | **MINILESSONS:**  | **MINILESSONS:**  | **MINILESSONS:**  |
| * Readers show their fans of an author by reading and re-reading several of their books. (p.178 p. 184) 5.RML.9-1
* Readers become experts on an author by getting to know the characters. (p.178 p. 184)) 5.RML.9-2
* Readers deepen their understanding of the author by comparing and contrasting characters in different books by the same author. (p.178 p. 185) 5.RML.9-3
* Readers get to know their author better by comparing and contrasting the setting in different books by the same author. (p.178 p. 185) 5.RML.9-4
 | * Readers read like writers by mimic in their own writing, the structures of the authors they love by. (p.180 p. 185) 5.RML.9-5
* Readers learn from their favorite authors by looking closely at a specific passage they love. (p.180 p. 186) 5.RML.9-6
* Readers look closely at their favorite authors writing by thinking about why the author writes the way they do. (p. 186) 5.RML.9-7
* Readers fill in the gaps by using what they know about the author. (p.180 p. 186) 5.RML.9-8
* Readers become stronger writers by noting places in a book where the author does something they want to try. (p.180 p. 186) 5.RML.9-9
 | * Readers become experts on their authors by carefully looking at the big issues and themes in author’s books. (p.181 p. 186) 5.RML.9-10
* Readers learn who the author is and what he stands for by identifying recognizing common themes and topics. (p.181, p. 182, p. 187) 5.RML.9-11
* Readers compare and contrast book by the same author by using what they know about the author’s style. (p.182, 187) 5.RML.9-12
 | * Readers figure out what connects them to characters or situations by writing and talking to others about their favorite passages. (p.182 p. 187) 5.RML.9-13
* Reader learn from their favorite author by learning from the lessons the author teachers . (p.183 p. 187) 5.RML.9-14
* Readers become stronger writers by being inspired by the topics and themes that reoccur in their favorite authors books.. (p.183 p. 188) 5.RML.9-15
* Readers show there are dedicated fans by continuing to read their favorite authors books during the summer. (p.183 p. 188) 5.RML.9-16
 |

|  |  |  |
| --- | --- | --- |
| **WORKSHOP CALENDAR FOR:** | **5th grade Unit 9**  | **Dates***:* May 29th –June 12th  |
| **Unit of Study: Unit 9** | Author Study, Reading Like a Fan  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  | 5/29Readers become experts on an author by getting to know the characters. 5.RML.9-2MWTP-Readers show their fans of an author by reading and re-reading several of their books.) 5.RML.9-1 | *5/30*Readers deepen their understanding of the author by comparing and contrasting characters in different books by the same author. 5.RML.9-3 | *5/31*Readers get to know their author better by comparing and contrasting the setting in different books by the same author. 5.RML.9-4 |
| 6/3Readers read like writers by mimic in their own writing, the structures of the authors they love by. 5.RML.9-5MWTP-Readers learn from their favorite authors by looking closely at a specific passage they love. 5.RML.9-6 | *6/4*Readers look closely at their favorite authors writing by thinking about why the author writes the way they do.5.RML.9-7MWTP-Readers fill in the gaps by using what they know about the author. 5.RML.9-8 | *6/5*Readers become stronger writers by noting places in a book where the author does something they want to try. 5.RML.9-9MWTP-Readers become experts on their authors by carefully looking at the big issues and themes in author’s books. 5.RML.9-10 | *6/6*Readers learn who the author is and what he stands for by identifying recognizing common themes and topics. 5.RML.9-11*MWTP-* Readers compare and contrast book by the same author by using what they know about the author’s style. 5.RML.9-12 | *6/7**Furlough* |
| *6/10*Readers figure out what connects them to characters or situations by writing and talking to others about their favorite passages. 5.RML.9-13 | *6/11* Reader learn from their favorite author by learning from the lessons the author teachers. 5.RML.9-14 | *6/12*Readers become stronger writers by being inspired by the topics and themes that reoccur in their favorite authors books. 5.RML.9-15MWTP-Readers show there are dedicated fans by continuing to read their favorite authors books during the summer. 5.RML.9-16 |  |  |
| \*\*There were too many lessons and not enough days so we combined a few to allow for the time span. |

**Unit of Study Assessment Checklist**

|  |
| --- |
| Unit 9- *Authors Study, Reading Like a Fan* |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name | I can compare and contrast Characters and or settings from two different books.  | I can quote specific passages from the text that I love. | I can identify common themes.  | I can analyze my favorite author’s passions and beliefs  | I can name the life lessons the author want me to learn. | Notes |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

* = Beginning √= Developing X= Secure

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | When readers read more than one book by the same author, we come to know the author. |
| **Teaching point *(Kid language!)*:** | Readers show they’re fans of an author by reading and re-reading several of their books. |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Chicken Sunday, John Philip Duck, Pink and Say, Thank you Mr. Falker.<http://www.teachingbooks.net/author_collection.cgi?id=56&a=1>(if this connection won’t work you can google Patricia Polacco video chip and look for one that says meet the author) |
| **Chart(?):** |   |
| **Standard:** | 5.RF.4 Read with sufficient accuracy and fluency to supportcomprehension.a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:****We have read a lot of books this year. Some we have read together, others you have read on your own, and some you have read at home. My guess is that you have probably read multiple books by the same author, most likely because you like that author or their writing style. You might even have read your favorite book more than once. Today we are going to talk about how readers show they’re fans of an author by reading and re-reading several of their books.*  |
| ***Teach:*** *I know many of you enjoy sports and probably have a favorite team. When you have a favorite team you support that team by watching all their games, wearing the team’s jerseys, and decorating your room with posters and other team artifacts. You might even watch replays of the most exciting events during a game. This is how you show you are a fan of that team. Well just like with sports, we can also be fans of an author.**Let me show you how this works. I love Patricia Polacco’s books. She is one of my favorite authors and I have several of her books (teachers show several of her books she has brought in). Since I am a huge fan of hers I have bought many of her books and I love reading them. I read them over and over again, especially my favorite, Thank You Mr. Falker. I know that Patricia Polacco is still writing and I am eagerly anticipating the release of her next book. You can bet I will be first in line when it comes out. This is how readers show they’re fans of an author by reading and re-reading several of their books.* |
| ***Active Involvement:****Now I know that most of you have read books by my favorite author, Patricia Polacco, and we have even read several in class. Turn and tell you partner which of her books is your favorite and why you like it.* *Great! I heard \_\_\_\_\_\_\_\_ say he likes\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* *Remember, readers show they’re fans of an author by reading and re-reading several of their books* |
| ***Link:****Today when you are reading I want you to think about your favorite author and why you like him or her and in the future, whenever you find an author you like, remember to show you are a fan by reading and re-reading several of their books.* |
| **Mid-Workshop Teaching Point:**Another way readers show they are fans is by looking at other sources to learn more about their favorite author. When I went on the internet I found the following video about Patricia Polacco which I am going to share with you now. (Teacher shows video<http://www.teachingbooks.net/author_collection.cgi?id=56&a=1> ) |
| **Share:** |

|  |
| --- |
| **Unit 9 Mini Lesson 2** |

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | When read read more than one book by the same author, we come to know the author |
| **Teaching point *(Kid language!)*:** | Readers become experts on an author by getting to know the characters. |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books:, Thank you Mr. Falker. |
| **Chart(?):** |   |
| **Standard:** | 5.RF.4 Read with sufficient accuracy and fluency to supportcomprehension.a. Read grade-level text with purpose and understanding.b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.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). |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:****Yesterday we reminisced about our favorite Patricia Polacco books and how it can be fun to reread that parts we like just like sports fans like to watch replays of their favorite sports plays. Today we are going to get to know more about Patricia Polacco by getting to know the characters that she created.*Readers become experts on an author by getting to know the characters. |
| ***Teach:****As a teacher, one of my favorite characters of Patricia Polacco is Mr. Falker because he is a teacher too and this story really touched my heart. It also tells us about the author; I remember hearing how Patricia struggled as a student to learn to read because she had dyslexia and didn’t learn to read until she was 14 years old. I can infer that she must have had a favorite teacher like Mr. Falker that went above and beyond his job to take a special interest in her. She must value reading and education.*Readers become experts on an author by getting to know the characters. |
| ***Active Involvement:*** *Now it is your turn. Turn and talk to your neighbor about a character you like in one of Patricia Polacco’s books and what that character tells you about the author.**Great! I heard\_\_\_\_\_\_\_\_\_\_\_\_say\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I also heard \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ say\_\_\_\_\_\_\_\_\_\_\_.*Readers become experts on an author by getting to know the characters. |
| *Link:* |
| *Today and every day when you are reading books about your favorite author take a moment to think about what the characters in the book can tell you about the author.* |
| **Mid-Workshop Teaching Point:** |
| **Share:** *(Book clubs should have about 4 students, if you need to have more than one club on an author that is ok, but they will share a lot in this unit in book clubs and will need to not be too big.)* |

|  |
| --- |
| **Unit 9 Mini Lesson 3** |

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | When readers read more than one book by the same author, we come to know the author |
| **Teaching point *(Kid language!)*:** | Readers deepen their understanding of the author by comparing and contrasting characters in different books by the same author. (p.178 p. 185) 5.RML.9-3 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Pink and Say, Thank you Mr. Falker. |
| **Chart(?):** |  Box & T Chart |
| **Standard:** | 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). |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Yesterday we worked on becoming experts on an author by getting to know the characters. We dove into some of characters Patricia Polacco uses. Today, we’re going do some comparing and contrasting of her characters, because, “Readers deepen their understanding of the author by comparing and contrasting characters in different books by the same author.” |
| ***Teach:***Often when we compare and contrast it’s helpful to organize our ideas by using a Box & T Chart. Let me show you how I compared two characters. Mr. Falker from Thank you Mr. Falker and Moe Moe Bay from Pink and Say. (Fill in part of the Box and T chart and leave the rest for active involvement.) Mr. Falker & Moe Moe Bay -Both are caring adults-They go the extra mile to help kids-Both are patient-LovingMr. Falker Moe Moe Bay-Loving Teacher -Loving mother -Reaches out to a struggling kid -Stays in danger to help her child-Gives up his time to teach a girl to read -Dies protecting her son and soldier  “Readers deepen their understanding of the author by comparing and contrasting characters in different books by the same author.”Now that we’ve compared these characters how does this deepen our understanding of the author? What do these characters tell about the author? I think that Patricia Polacco must be a really caring person, because both of these characters are very caring about the kids in their life.  |
| ***Active Involvement:***It’s your turn now to come up with more details about these two characters and then see if those added details deepen our understanding of Patricia Polacco.(Think-Pair-Share)Great, let’s add a few of those details we’ve talked about on the chart. (add a few you heard, or from the example above.)Our goal today is to practice how readers, “deepen their understanding of the author by comparing and contrasting characters in different books by the same author.Let me ask you the same question I asked myself? Now that we’ve compared these characters how does this deepen our understanding of the author? What do these characters tell about the author? Here is a sentence frame that you can use to help you get started. Patricia Polacco must be \_\_\_\_ because her characters are \_\_\_\_\_\_.I think that the characters \_\_\_\_\_\_\_\_\_ deepen our understanding of Patricia Polacco, because\_\_\_\_\_. (Think-Pair-Share) |
| ***Link:*** I feel like we are beginning to get a better picture of Patricia Polacco as a writer. Today as you go off to study your author think about the characters, and how they tell us about the author. You may not have already read two books by your author, but if you have you have an advantage because, ““Readers deepen their understanding of the author by comparing and contrasting characters in different books by the same author.” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | When read read more than one book by the same author, we come to know the author |
| **Teaching point *(Kid language!)*:** | Readers get to know their author better by comparing and contrasting the setting in different books by the same author. (p.178 p. 185) 5.RML.9-4 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Pink and Say, Thank you Mr. Falker. |
| **Chart(?):** |  Box & T-Chart |
| **Standard:** | 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). |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***.Yesterday we spend time working on deepening our understanding of Patricia Polacco by comparing two of her characters from different books. The more books we read by the same author allows us to compare more in depth the characters, and begin to form a better understanding of who the author is and what drives them as writers.Today, we are going to do similar work by working with these same books but this time comparing and contrasting the setting of these same books. We’ll learn today that, “Readers get to know their author better by comparing and contrasting the setting in different books by the same author.” |
| ***Teach:***Yesterday we used a Box and T Chart to compare two characters, today we’re going to do the same thing, but for setting. Let me show you how I compared two setting. Thank you Mr. Falker and Pink and Say have two completely different setting, but they also have a few things in common. (Fill in part of the Box and T chart and leave the rest for active involvement.) Thank You Mr. Falker & Pink and Say -United States-Farm House (part of time)-Thank You Mr. Falker Pink and Say -Classroom -During the Civil War - Michigan -Battle Field -California not too long ago -Feeling of Survival  “Readers deepen their understanding of the author by comparing and contrasting characters in different books by the same author.”Now that we’ve compared these setting how does this deepen our understanding of the author? What do these settings tell about the author? I think that Patricia Polacco must be from the United States, because she has an understanding of what these places are like.  |
| ***Active Involvement:***It’s your turn now to come up with more details about these two setting and then see if those added details deepen our understanding of Patricia Polacco.(Think-Pair-Share)Great, let’s add a few of those details we’ve talked about on the chart. (add a few you heard, or from the example above.)Our goal today is to practice how readers, “... get to know their author better by comparing and contrasting the setting in different books by the same author.”Let me ask you the same question I asked myself? Now that we’ve compared these setting how does this deepen our understanding of the author? What do these settings tell about the author? Here is a sentence frame that you can use to help you get started. Patricia Polacco must be \_\_\_\_ because her settings are \_\_\_\_\_\_.I think that the setting \_\_\_\_\_\_\_\_\_ deepen our understanding of Patricia Polacco, because\_\_\_\_\_. (Think-Pair-Share) |
| ***Link:***I feel like we are now deepening our understanding of Patricia Polacco as a writer. Today as you go off to study your author think about the setting, and how they tell us about the author. You may not have already read two books by your author, but if you have you have an advantage because, “Readers get to know their author better by comparing and contrasting the setting in different books by the same author.” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | When we read many books by an author we love, we apprentice ourselves to the author’s craft. |
| **Teaching point *(Kid language!)*:** | Readers read like writers by mimic in their own writing, the structures of the authors they love by. (p.180 p. 185) 5.RML.9-5 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Thank you Mr. Falker. |
| **Chart(?):** |  H-Chart |
| **Standard:** | 5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Last time we meet, we worked on comparing and contrasting the setting of books by the same author to help us better understand the author. As each of you work on your own author of study, keep in mind the settings and what they teach us about our author.Right now, we’re going to do some mimicking. We all hate it when a little brother or sister try to mimic us, by doing and saying everything right after us. Well readers often try to mimic authors by trying similar structures in their own writing. We can do this by learning that, “Readers read like writers by mimic in their own writing, the structures of the authors they love by.” (note to teacher, the wording of this goal is a little confusing, you may need to tweak it to make more sense to your students.) |
| ***Teach:***When I really fall in love with an author's writing, I like to pay close attention to the little things the author does that pulls me in and keeps me interested. This can be hard to grasp, so I think if I create and H-Chart to organize myself, I can get really understand that, “Readers read like writers by mimicking in their own writing, the structures of the authors they love by (asking questions about structure they use.”(Fill in first part yourself and leave part for active involvement)

|  |  |  |
| --- | --- | --- |
| **Question** | **Answer** | **Evidence** |
| ***What literary devices does your author use?*** | Compared understanding to light pouring into her brain. | “Almost as if it were magic, or as if light poured into her brain, the words and sentences started to take shape on the page as they never had before.” |
| ***Point of view: how does their background come out in the writing?*** | Patricia Polacco was also dyslexic and had a teacher who helped her learn to read. | Dedication of book |
| What Genre does Patricia Polacco use? | Historical Fiction | Time of the Civil War |

I really liked how she helped us see how Trisha first began to read. Look at the working, “Almost as if it were magic, or as if light poured into her brain” Wow, that really paints a picture of what happened. I need to do those types of things in my own writing. Of course I’m not going to copy what she wrote, but I can learn from the structure and do similar things in my own writing. I could add metaphors, or similes, or another literary device.  |
| ***Active Involvement:***Now it’s your turn. I’m going to write two other questions: (fill in Point of view question and Genre). Think about either of these questions. What evidence do you have to support your answers. (Think-Pair-Share)Wow, I heard…. say… Let’s add that to our chart. (Fill in rest of the chart)Now, what can you do to mimic her in your own writing. (Give a minute to think and share)Remember, “Readers read like writers by mimicking in their own writing, the structures of the authors they love by”...looking at the structure they use. |
| ***Link:***For today, I’d like to you really pay close attention to the structures that your author uses, that you too can use in your own writing. Make sure to have a sticky and pencil on hand that you can jot down a note or two of what you’ll try next time you write. It’s good to keep in mind that, “Readers read like writers by mimicking in their own writing, the structures of the authors they love.”  |
| **Mid-Workshop Teaching Point:** |
| **Share:** *(You may want to have clubs meet to share what they are going to try in their own writing that they found today during their reading time.”* |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | When we read many books by an author we love, we apprentice ourselves to the author’s craft. |
| **Teaching point *(Kid language!)*:** | Readers learn from their favorite authors by looking closely at a specific passage they love. (p.180 p. 186) 5.RML.9-6 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Pink and Say |
| **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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Yesterday, we worked on looking at the structure our authors used and trying to mimic them in our own writing. Hopefully you created the opportunity to try something your author did in your own writing. Today, let’s continue with that by looking closely at a specific passage and seeing what we can learn from it. “Readers learn from their favorite authors by looking closely at a specific passage they love.” |
| ***Teach:***One of my favorite passages in Pink and Say was when Pink found his mama dead. This is a very sad part of the book, but it teaches me so much about Patricia Polacco. Let me put this up on the doc cam. (put up the page where Pink is holding his mother)Let me re-read this. (re-read). Wow, even though the author doesn’t say this, but Pink feels responsible for the death of his mama, I see this when it say’s “We put you in their way by stayin’ here.” I can also see the love that Pink has for his mama, because it says, “Your son loves you, Moe Moe Bay, Your son love you.” He sobbed as he kissed her.” Sometimes when I write I would say that he loves, her, but Patricia Polacco shows it in action. This teaches me that I too can show more of the feelings in my own writing by showing it. The last part when they both held her hand until there was no more warmth in it, shows me that Shelden too had a great love for this woman that helped him, even though it had been such a short time that he had known her. Readers learn from their favorite authors by looking closely at a specific passage they love. See how by looking closely at this passage I can learn more about Patricia. I feel that she must be a very grateful and loving person because of how she portrays the characters in her books.  |
| ***Active Involvement:***Now it’s your turn. Let me open up to another section. (put up the part where the two boys are being separated) (re-read it in front of the class)What does this passage tell us about the author?(Think-Pair-Share)(Ideas: these two boys, even though they were different races, and backgrounds, they had a deep love for each other. They didn’t want to be separated. The reaching out to touch each other’s hand one more time, show’s me that in a short time together they made a connection that will last a lifetime. This makes me think that the author has also had strong connections with people in her life and that maybe at one part in time she had to be separated from someone she loved.)Readers learn from their favorite authors by looking closely at a specific passage they love |
| ***Link:***As you go off to further fall in love with your author, mark a spot with your sticky note to share with your book clubs later today. Make sure you take the time to really think about how this passage teaches you about your author. Remember, “Readers learn from their favorite authors by looking closely at a specific passage they love.” |
| **Mid-Workshop Teaching Point:** |
| **Share:** *Now it’s time to get with your book clubs and share your favorite or one of your favorite passages, don’t forget to add how this passage teaches you about your author. It should only take about 1 minute so that everyone on your group can share.* |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | When we read many books by an author we love, we apprentice ourselves to the author’s craft. |
| **Teaching point *(Kid language!)*:** |  Readers look closely at their favorite authors writing by thinking about why the author writes the way they do. (p. 186) 5.RML.9-7 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Pink and Say, Thank you Mr. Falker. |
| **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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Yesterday, we took a close look at a few favorite passages in Pink and Say, which gave a new input into who is Patricia Polacco. Studying our author’s through their writing is powerful. Today, we’re going to focus on author's purpose. Why do writers write the way way they do? What motivates them? What drives them? We’ll learn that, “Readers look closely at their favorite authors writing by thinking about why the author writes the way they do.” |
| ***Teach:***Let me show you how this works using the book Pink and Say. In the front of the book in dedication, it says, “To the memory of Pinkus Aylee.” That is the first clue of what motivates Patricia Polacco. She knew something about Pinkus Aylee and wrote this to honor him. Further information that helps me figure out why the author writes the way they do is because on the second of last page she goes on to say that she knows this story to be true. (Read page to class) This tells me that she has a personal connection with Pinkus Aylee, if it weren’t for him she might not be here. This was obvious an important family story that she has heard many times, and wants the world to know. So what is motivating her? I believe what motivates her is her utmost respect for this man who saved one of her relatives. She probably felt that he did something special and important that needs to be remembered. I get this evidence from the following page where she has us repeat his name out loud. (Even the name Trisha is short for Patricia)Readers look closely at their favorite authors writing by thinking about why the author writes the way they do. |
| ***Active Involvement:***Now it’s your turn. Think about what you know about the Story, “Thank you Mr. Falker” and Patricio Polacco. (You may want to show part of this clip that shows that she too had dyslexia. [***http://www.patriciapolacco.com/author/bio/bio.html***](http://www.patriciapolacco.com/author/bio/bio.html))Why does Patricia Polacco write the way way she does? What motivates her? What drives her?(Think-Pair-Share) (She too had dyslexia and was teased because of it. She knew the struggles of learning to read with dyslexia. She was the little girl. Her motivation was her own struggle and maybe by writing a children’s book about it, she might help other kids understand that they too can overcome it, and maybe even motivate kids to be nicer to each other or teachers to go the extra mile to help struggling students.)So, “Readers look closely at their favorite authors writing by thinking about why the author writes the way they do.” |
| ***Link:***As you go to read your books today, ask yourself these questions while you read, “Why do writers write the way way they do? What motivates them? What drives them?” If you come across something of interest or a possible motivation or question, take a sticky note and jot it down so share latter in book club. Remember, “Readers look closely at their favorite authors writing by thinking about why the author writes the way they do.” |
| **Mid-Workshop Teaching Point:** |
| **Share:** *It’s time to jump into our book clubs and share what we think motivates, and drive their writing.* |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | When we read many books by an author we love, we apprentice ourselves to the author’s craft. |
| **Teaching point *(Kid language!)*:** | Readers fill in the gaps by using what they know about the author. (p.180 p. 186) 5.RML.9-8 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Pink and Say, Thank you Mr. Falker. |
| **Chart(?):** |   |
| **Standard:** | 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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Yesterday, we worked on “Readers looking closely at their favorite authors writing by thinking about why the author writes the way they do.” Motivation is key to authors, we too need to be motivated to write.Today, we’re going to, behave like construction worker, often you’ll see construction crews filling in gaps, or potholes in roads. They do this to keep the road smooth and easy to drive. Well, readers do the same thing when there are gaps in their comprehension. They go back and take the time to fill in those gaps of comprehension, one way they do this is by using what they know about the author. Remember, “Readers fill in the gaps by using what they know about the author.” |
| ***Teach:***We as readers can use our deep knowledge of our author to fill in the gaps or imagine scenes that are not in the book that could be in the book. This is a way of walking in the shoes of the author. We can talk or write these scenes out exactly as we imagine the author would have done. Haven’t you ever read a book and wondered what happened after this event and before this one? Often authors jump and skip scenes. Even movie makers do this. Sometimes at the end of a movie I like to watch the deleted scenes. When there is a jump in the book, we as readers can fill in that gap by using what we already know about the author. Let me show you how this works. In Pink and Say right after Pinks mama died, they had a three day walk, there is very little said about this. I think this is a gap and I can use what I know about Patricia Polacco to write in what I think she would have written.I think she would have had a conversation between Pink and Sheldon that would have gone like this. “Hey Pink, I’m sorry about your mama, she was the kindness most loving woman. I’m so grateful for all she did to nurse me back to health.” Pink threw himself against a tall tree and began to weep. Sheldon put his arms around him and whispered, “You a good son, it’s not your fault, she’d gone to the big stars in heaven.” “I must get back to my regiment, I have to win this fight, o my mama died in vain, we must win the war, we must win.” I don’t think she would have spend time describing the setting, because I know that this author loves to do her own drawing, so I feel she’d spend more time mourning over the loss of Pinks mama. I also think that she’d have Sheldon step up and support Pink to show his development at a character. Readers fill in the gaps by using what they know about the author.  |
| ***Active Involvement:***Now it’s your turn to fill in the gaps of a story by using what you know about the author.I’m going to open up Thank you Mr. Falker to the page where Trisha is being bullied under the stairs. In this scene Eric the bully finds Trisha hiding under the stairs. He begins to bully her when Mr. Falker finds them and takes him to the office. I feel there is a gap here, because we never know what Trisha does or thinks during the time when Mr. Falker is taking Eric to the office. Think about what Patricia Polacco would write. (Think-Pair-Share)I heard some interesting conversations. I heard \_\_\_\_ say \_\_\_. I also liked what \_\_\_\_ thought. Readers fill in the gaps by using what they know about the author.  |
| ***Link:***Like construction works filling in the potholes, “Readers fill in the gaps by using what they know about the author.” As you read today, think about what gaps there are in your book. Is there a scene that may be missing. Spend a minute thinking about what your author would have written if they had taken the time to write it.  |
| **Mid-Workshop Teaching Point:** |
| **Share:** *(You can have your students share what gaps they tried to fill during book clubs)* |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | When we read many books by an author we love, we apprentice ourselves to the author’s craft. |
| **Teaching point *(Kid language!)*:** | Readers become stronger writers by noting places in a book where the author does something they want to try. (p.180 p. 186) 5.RML.9-9 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Chicken Sunday |
| **Chart(?):** |   |
| **Standard:** | 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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Last time we meet we worked as construction worker filling in gaps by using what we know about the author. We did this because, “Readers fill in the gaps by using what they know about the author.”  Today, we are going to do a similar lesson to the one a few days back on mimicking. Readers become stronger writers by noting places in a book where the author does something they want to try. We are all working on our own writing projects, and we’re going to note places in our book where the author does something that catches our eye, so that we can try it in our own writing.  |
| ***Teach:***In order to show you this, I’m going to use the book Chicken Sunday. When I was reading this I noticed that the author used the word, “Spaseeba”. Let me read to you the beginning of the page where Mr. Kodinski is looking at the Pysanky eggs. (Read the first two paragraphs out loud to the class). See here that Patricia used the word Spaseeba, that means thank you in Russian. I think this is cool, because Mr. Kodinski speaks Russian, and I think that is what he’d really say. It’s ok to add words of other languages in your writing, as long as it makes sense. It’s helpful to know another language, but even if we didn’t and were writing a story about someone from China, we could look up a word or two and use it in our own stories, as long as it makes sense. You wouldn't want to write a lot in the other language, but a phrase or two that fits with the scene would be a cool touch. I’m going to try this in my own writing, because I have a character that is from Peru, and they speak Spanish, so I can look for places, where my character might say something in Spanish. Readers become stronger writers by noting places in a book where the author does something they want to try. |
| ***Active Involvement:***Now it’s your turn, I’m going to put up a page of Chicken Sunday on the doc camera and I’d like you to silently read it and note placed on this page that you like what the author did, that you too could try. (Put up the page on the doc cam where the towns people are admiring the eggs)I’m going to read this page, please note places where Patricia Polacco did something that you could try in your own writing. (Read aloud page)(Think-Pair-Share)I too like it where she’s using all those descriptive words to describe the eggs. I love the punctuation that teaches the reader how to read those words. I’d like to try that in my own writing next time I write. Readers become stronger writers by noting places in a book where the author does something they want to try. |
| ***Link:***As you read today, make sure you have your stickies and a pencil, so that you can jot down ideas that you’d like to try in your own writing. Remember, “Readers become stronger writers by noting places in a book where the author does something they want to try.” Later you will share what you want to try in your own writing in book clubs.  |
| **Mid-Workshop Teaching Point:** |
| **Share:** *It’s time to share what you want to try in your own writing that you saw your author do.* |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | Becoming an expert. |
| **Teaching point *(Kid language!)*:** | Readers become experts on their authors by carefully looking at the big issues and themes in author’s books. (p.181 p. 186) 5.RML.9-10 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Chicken Sunday |
| **Chart(?):** |  Box and Bullets (Save for Lesson 14) |
| **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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Yesterday, we worked on, ““Readers becoming stronger writers by noting places in a book where the author does something they want to try.” If you want to be better writers it’s helpful to try things that your favorite authors do, because if you like reading it, then it’d be more fun writing that way too.Let’s work today on, Readers become experts on their authors by carefully looking at the big issues and themes in author’s books. Many authors write about issues that are important to them, or themes that they want to teach us about. |
| ***Teach:***Let me show you one way that we as readers can become experts on our authors by using a boxes and bullets to examine the themes or big ideas of Chicken Sunday.(Create a box and bullet, select on to teach to the kids and use one or both of the others for active engagement)

|  |  |  |
| --- | --- | --- |
| Doing something nice for someone else: (Giving) | Being Grateful: | Being Loving: |
| > Kids worked hard to earn money buy the hat for Miss. Eula> Made the eggs to show Mr. Kodinski | > Miss. Eula always made them a nice Sunday dinner, so they wanted to repay her by buying her the hat she wanted.> Mr. Kodinski gave the kids poppy-seed cake for giving him the eggs | > Kids wanted to do something nice for Miss. Eula> Mr. Kodinski let the kids sell eggs in his shop.> Miss. Eula always made a big Sunday chicken dinner. |

Do you see how, Readers become experts on their authors by carefully looking at the big issues and themes in author’s books.” I feel that taking the time to think about the big ideas and themes I understand Patricia Polacco even more. I see the values that she holds as important.  |
| ***Active Involvement:***Now its your turn, What other themes can we find in this book? (Give a few seconds to think) (Share a few out loud) I see that “Being Grateful” is a great theme. Think about what happens in the book that shows Gratitude. (Think-Pair-Share)\_\_\_said \_\_\_, let me put that into our chart. (Add a few details to the chart)Not only can we do this with Chicken Sunday, but we can do this with any book, especially our own books we’re reading.Readers become experts on their authors by carefully looking at the big issues and themes in author’s books.  |
| ***Link:***As you read today think about the themes in your book and the evidence that supports that theme. You may want to jot this down on a stickie to share latter in book clubs. Remember, “Readers become experts on their authors by carefully looking at the big issues and themes in author’s books.” |
| **Mid-Workshop Teaching Point:** |
| **Share:** *It’s time to share what you uncovered as themes in your book.*  |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | Becoming an expert. |
| **Teaching point *(Kid language!)*:** | Readers learn who the author is and what he stands for by identifying recognizing common themes and topics. (p.181, p. 182, p. 187) 5.RML.9-11 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Chicken Sunday, Pink and Say, Thank you Mr. Falker. |
| **Chart(?):** |  Box & Bullets (continued) |
| **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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Yesterday, we did some work on looking at the themes the author has in Chicken Sunday. The next step to take this work a little further and identify common themes among more of her books. Let’s use Thank You Mr. Falker and Pink and Say, because, “Readers learn who the author is and what he stands for by identifying recognizing common themes and topics.” |
| ***Teach:***Let’s see what Patricia Polacco stands for by using our box and bullet chart from yesterday and think about these other two books. (Here is another example of how to use the box and bullets among these three books.)  Doing something nice for someone else: (Giving)

|  |  |  |
| --- | --- | --- |
| Chicken Sunday | Thank you, Mr. Falker | Pink and Say |
| > Kids worked hard to earn money buy the hat for Miss. Eula> Made the eggs to show Mr. Kodinski | > Mr. Falker worked after school with Trisha to help her read | > Pink saved Sheldon from dieing on the field> Moe, Moe, Bay nursed the injured boys back to health |

I feel that Patricia Polacco stands for giving and doing nice things for others. I bet if I would to examine other books of hers that I would see this similar theme. Remember, “Readers learn who the author is and what he stands for by identifying recognizing common themes and topics.” |
| ***Active Involvement:***Now it’s your turn, think of these three books and identify common themes or topics that occur in all of these books. (Think-Pair-Share)I heard someone say overcoming difficulties. Let’s put that theme into a box and bullet chart. (Have students give their ideas, below are some possible examples) Overcoming difficulties or challenges

|  |  |  |
| --- | --- | --- |
| Chicken Sunday | Thank you, Mr. Falker | Pink and Say |
| >Kids had to earn money to buy the hat, even though they couldn’t find a job> Kids had to show Mr. Kodinski that they weren’t the ones who threw the eggs at him. | > Trisha had dyslexia which made it really hard for her to learn how to read> Kids bullied her because she couldn’t read> She had to move to a new school. | > Both boys were injured> Moe Moe Bay had to keep alive from other soldiers, while she waited for her boy to return> Boy had to overcome Moe Moe Bay’s death |

All of this teaches me that Patricia Polacco is a person who likes to write about people who overcome difficulties. She herself must also have had to overcome challenges. We do know that she also has dyslexia. “Readers learn who the author is and what he stands for by identifying recognizing common themes and topics.” |
| ***Link:***As you go off to read, please think about your book and the other ones that you’ve read and try to identify or recognize common themes or topics. This will help you learn who your author is and what he or she stands. When an idea comes to you, jot it down on a sticky note to share later in book clubs. |
| **Mid-Workshop Teaching Point:** |
| **Share:** *Now it’s time to get together in your book clubs and talk about the common themes your author uses, and how these themes teach you about your author.*  |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | Becoming an expert. |
| **Teaching point *(Kid language!)*:** | Readers compare and contrast books by the same author by using what they know about the author’s style. (p.182, 187) 5.RML.9-12 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Pink and Say, Thank you Mr. Falker. |
| **Chart(?):** |  Box & T-Chart |
| **Standard:** | 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). |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:*** Yesterday, we spent our time understanding that, “ “Readers learn who the author is and what he stands for by identifying recognizing common themes and topics.” We worked on our box and bullet chart to help us see common themes among three of Patricia Polacco’s books.Today, we’re going back into comparing and contrasting books by the same author by using what we know about the author’s style. Just as some musicians are known for their outrageous costumes, or some athletes for their daring plays, authors are also known for their own unique writing styles. We we begin to understand today, that, “Readers compare and contrast books by the same author by using what they know about the author’s style.” |
| ***Teach:***In order to teach you that readers compare and contrast books by the same author by using what they know about the authors style I’m going to use a box and T-Chart to help me organize my ideas. (If you want to you can go back and show parts of the clip from lesson one to help)What do Pink and Say & Thank you, Mr. Falker have in common? and what is different?What style to you see in these books that would help you know they are Patricia Polacco books? (Fill in part of the Box & T-Chart, leaving the rest for Active Involvement)

|  |
| --- |
| Pink and Say & Thank you Mr. Falker |

> Both are stories that are personal to her> Wrote them to honor people who made a difference in her life> Have caring adults who go out of the way to help others> Long people overcoming trials> Pictures in the book are her drawings

|  |  |
| --- | --- |
| Pink and Say |  Thank you Mr. Falker |

|  |  |
| --- | --- |
| > Historical Fiction> Blacks & Whites helping eachother>  | > Realistic Fiction > Little girl with dyslexia>  |

Sometimes it’s really easy to see style of clothes in musicians, it may even be easier to see in athletes, but writers too have their own style. When I read your writing, by the 3rd or 4th piece you turn in I can already almost guess, who's writing it is, because I’ve read your writing several times. The same thing goes with professional author’s we can hone in on their own style by comparing and contrasting books they’ve written.  |
| ***Active Involvement:***Now it’s your turn to add to our chart. Remember these questions as you are thinking:What do Pink and Say & Thank you, Mr. Falker have in common? and what is different?What style to you see in these books that would help you know they are Patricia Polacco books? (Think-Pair-Share) (Add ideas to the chart)I noticed that \_\_\_ said that in Pink and Say there are colored people helping white people. They also said that they’ve seen this in Chicken Sunday, but that it’s not in Thank you, Mr. Falker. I too have noticed that many of Patricia Polacco’s books and characters that are mixed color. I wonder why often her style of writing includes mixed races. I think this is great, I may want to try that myself in my own writing.  *“*Readers compare and contrast books by the same author by using what they know about the author’s style.” |
| ***Link:***Now that it’s time to go off and read, pay close attention to your author’s style. Get to know his/her style so well that if you pick up a random book and read a few pages, that you could tell if it was your author or not. We do the same thing with music, when we turn on the radio and our favorite singers or groups come on we know it right away, lets get to know our author’s styles that well too. In order to do that, “Readers compare and contrast book by the same author by using what they know about the author’s style.” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | Readers explore the deeper connections that an author inspires in us and makes future reading plans. |
| **Teaching point *(Kid language!)*:** |  Readers figure out what connects them to characters or situations by writing and talking to others about their favorite passages. (p.182 p. 187) 5.RML.9-13 |
| **Catchy phrase:** |   |
| **Text:** | Patricia Polacco Books: Thank you Mr. Falker. |
| **Chart(?):** |   |
| **Standard:** | 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). |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Last time we meet, we worked on, “Readers compare and contrast books by the same author by using what they know about the author’s style.” Were you able to do that with your own writer? Today, we’re going to make connections to characters or situations. In a way we’re going to compare and contrast ourselves with a character or situation. When we make connections with characters in the stories, or relate to the situation that is occurring in the story, we begin to connect more with the author and understand the story at another level.  “ Readers figure out what connects them to characters or situations by writing and talking to others about their favorite passages.” |
| ***Teach:***One way that we can figure out what connects us to characters or situations is by writing and talking to others about our favorite passages. Let me show you how this works, then you’ll have a chance to do that too. In the book Thank You, Mr. Falker, Trisha wasn’t a good reader. Let me show you one of my favorite passages. (Read the first paragraph on the page where Trisha is in the class, that starts out, “Reading was just plain torture”) (This is true for me, you’ll want to find a passage that is true for you.)When I read this page the first time, it stuck to me like gum to the bottom of my shoe. I remember feeling the same way as Trisha. All of the other kids would read aloud in class, without any problems, it seamed has the words would just flow off their tongues, but every time I had to read out loud, it felt like my teeth were being pulled out. I really have a connection with Trisha, because I too had a hard time learning to read. “Readers figure out what connects them to characters or situations by writing and talking to others about their favorite passages.” |
| ***Active Involvement:***Your turn. I’m going to have you try to make a connection with Trisha, or the situation. Look at this page. (Hold up the page from Thank you, Mr Falker, where Mr. Falker is holding up Trisha’s art work) Remember this is when Mr. Falker is showing the class Trisha’s artwork and praising her for being such a good artist. Has anyone ever praised you for doing something good?(Think-Pair-Share) (as they are sharing with their partners, listen in and have one or two kids share)(Examples: Juan said that once he was praised for finding another way of solving a math problem, it made him feel proud, like he was good at something) *Remember, “* Readers figure out what connects them to characters or situations by writing and talking to others about their favorite passages.” |
| ***Link:*** In a minute it’ll be your turn to read, so as you do look for your favorite passages and try to connect yourself with the characters or situations. It’s powerful how making connections brings you deeper into the characters shoes, and the author’s as well. Don’t forget, “Readers figure out what connects them to characters or situations by writing and talking to others about their favorite passages.” |
| **Mid-Workshop Teaching Point:** |
| **Share:** *(you may want to share the connections they had as a group or in clubs)* |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | Readers explore the deeper connections that an author inspires in us and makes future reading plans. |
| **Teaching point *(Kid language!)*:** |  Reader learn from their favorite author by learning from the lessons the author teachers . (p.183 p. 187) 5.RML.9-14 |
| **Catchy phrase:** |  |
| **Text:** |  Patricia Polacco Books: Chicken Sunday, Pink and Say, Thank you Mr. Falker. |
| **Chart(?):** |  (Chart from lesson 10) |
| **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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Yesterday we worked on making connections with the characters and situations in our books. This is a great way to get to know the author too.Today, we’re going to, “learn from our favorite author by learning from the lessons the author teachers.” In the books and stories we read, there are always lessons that helped the characters overcome a difficulty or become better people, we too can learn from these lessons and become better people.  |
| ***Teach:***Our goal today is to learn from our author by looking at the lessons the author teaches the characters, because what a characters learned in a book can also be applied to us. We too can learn these lesson without even having to go through the struggles they did. My mom always use to say that I should learn from others mistakes, so that I don’t have to make the the same ones. That’s true, if my friend jumps off a roof and gets a broken leg, then why should I have to break my leg too, just to realize that jumping off a roof is not a safe thing to do. Up on the board I have the chart from lesson 10 and 11. Some of the big ideas and themes that we uncovered in Patricia Polacco’s books. Let’s take a look at these big ideas and themes and discover what lesson we to can learn. I’ll go first.

|  |  |  |  |
| --- | --- | --- | --- |
| Giving | Grateful (teacher uses as example) | Loving | Overcoming Challenges |

(Show the whole chart)Let me use the lesson of being Grateful. Being grateful means being thankful for what you have and what others do for you. In Patricia Polacco’s books I see many examples of characters being thankful or grateful for what others do for them. We’ve written in our chart:> Miss. Eula always made them a nice Sunday dinner, so they wanted to repay her by buying her the hat she wanted.> Mr. Kodinski gave the kids poppy-seed cake for giving him the eggsI can use the following sentence frames to help me express the lessons clearly:One lesson I have learned is \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_.\_\_\_\_\_\_ teaches me \_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_.Let me use these sentences. One lesson I have learned is to be grateful for what others do for me because often we don’t realize what others do for us, like Miss Eula making the kids a nice Sunday dinner.Remember, “Reader learn from their favorite author by learning from the lessons the author teachers.” |
| ***Active Involvement:***Now it’s your turn, Think about one of the three options left, Giving, Loving, Overcoming Challenges. What lessons can you learn from Patricia Polacco? Use the sentences frames if you need help getting started.(Think-Pair-Share)From listening to your conversations, I really do believe that you as readers have learned from this author by learning from the lessons that she has taught.  |
| ***Link:***What lessons will you discover today as you read? Pay close attention and see if you can uncover a lesson your author teaches. Be ready to share it in your clubs today. You may want to keep your stickies to jot down a note or two, so that you’re ready to share later own. Remember, “Reader learn from their favorite author by learning from the lessons the author teachers.” |
| **Mid-Workshop Teaching Point:** |
| **Share:** *It’s time to get in your book/author clubs and share what lesson your author teaches.*  |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | Readers explore the deeper connections that an author inspires in us and makes future reading plans. |
| **Teaching point *(Kid language!)*:** |  Readers become stronger writers by being inspired by the topics and themes that reoccur in their favorite authors books. (p.183 p. 188) 5.RML.9-15 |
| **Catchy phrase:** |  “Be Inspired” |
| **Text:** | Patricia Polacco Books: Chicken Sunday, Pink and Say, Thank you Mr. Falker. |
| **Chart(?):** |  (Chart from yesterday) |
| **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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Yesterday we worked on looking at the big ideas and themes and uncovering the lesson that our authors teach their characters, that we too can apply in our own lives. Remember, we don’t always need to go through the same mistakes or challenges to learn life lessons.Today, we’re going **be inspired!** We’re going to use those same topics and themes that reoccur in our favorite authors book so that we too can become stronger writers. Several times during the last several weeks we’ve spent our reading time focusing on learning from our authors so that we can be better and stronger writers. Today, we are going to continue working on that. “Readers become stronger writers by being inspired by the topics and themes that reoccur in their favorite authors books.” |
| ***Teach:***In order to help us to **be inspired** it’ll be helpful to refer back to the chart we looked at yesterday. I’m going to use the lesson of Grateful again today. Yesterday I said that, “One lesson I have learned is to be grateful for what others do for me because often we don’t realize what others do for us, like Miss Eula making the kids a nice Sunday dinner.” I really think it important for people to be grateful, because if they aren’t then its easy for them to be selfish and greedy. This has inspired me to teach this in my own writing (or perhaps write a story that teaches us to be grateful. If you’re writing a demo story as a class you can go back and add parts that would show the lesson of being grateful)I’ve been writing a story about a kid names Kayden, whose dad is always working. Sometimes he complains to his mom that he never has time to spend with his dad. I think I can add a couple of scenes where he is grateful for him mom and maybe even for his dad. If I write a scene where he is complaining to his mom that his dad never has time for him, then I can add him hugging his mom, thanking her for being there for him and playing soccer with him outside. I could also add a scene where his dad finally gets time to spend with him and how grateful he is for that time with his dad. Of course I’m not going to use the word grateful, but I’m going to show that in my writing, just like Patricia Polacco did.

|  |  |  |  |
| --- | --- | --- | --- |
| Giving | Grateful (teacher uses as example) | Loving | Overcoming Challenges |

(Show the whole chart)As you can see, I’m trying to become a stronger writer by being inspired by the topics and themes that reoccur in our favorite author books.  |
| ***Active Involvement:***Now it’s your turn, to **be inspired** by thinking about the remaining three topics and thinking about how you can add one of these in your own writing, next time you write. (Think-Pair-Share)I heard \_\_\_\_\_\_\_ talk about how he/she could add scenes where his/her character can be giving to others. I even hear her/him give specific examples of how to do this.  *Remember, “*Readers become stronger writers by being inspired by the topics and themes that reoccur in their favorite authors books.” |
| ***Link:***Later today during sharing time we will be sharing something you’d like to try in your own writing, because you were “**Inspired”** by your author. Jot down a note when your idea pops into your head. If you are struggling ask yourself the following questions: What lesson are inspiring to me in this book? How can I try that in my own writing? Readers become stronger writers by being inspired by the topics and themes that reoccur in their favorite authors books. |
| **Mid-Workshop Teaching Point:** *(Check in to see if there are struggling students that may need a small group or a short mini-lesson)* |
| **Share:** *It’s time to get into your book clubs and share what* ***inspired*** *you that you’ll going to try in your own writing.* |

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

|  |  |
| --- | --- |
| **Unit of Study:** | Option 2 – Author Study, Reading Like a Fan |
| **Goal:** | Readers explore the deeper connections that an author inspires in us and makes future reading plans. |
| **Teaching point *(Kid language!)*:** | Readers show they are dedicated fans by continuing to read their favorite authors books during the summer. (p.183 p. 188) 5.RML.9-16 |
| **Catchy phrase:** |  “Stay in Shape, Reading Shape” |
| **Text:** |  |
| **Chart(?):** |   |
| **Standard:** | 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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)***Connection:***Yesterday, we worked on becoming stronger writers by being inspired by the topics and themes that reoccur in their favorite authors books.” You continued that work in our writer's workshop by adding a scene into your stories that showed a lesson that you thought was important.Today, we’re going to create a plan for the summer! I don’t know about you, but I’m excited to take a break from school. We’ve worked hard this year, and deserve a break. Taking a break doesn’t mean not doing anything. That’s why it’s helpful to have a plan, because, “Readers show they are dedicated fans by continuing to read their favorite authors books during the summer.” “Stay in Shape, Reading Shape” |
| ***Teach:***Even professional soccer players like Messi and Ronaldo who we talked about in our very first lesson the year, take a break, they call it the off season. Even though it’s the off season, it doesn’t mean they never touch a soccer ball and play all day on the computer or Wii. They still kick the ball around, but not with the same intensity as during the regular season. Our regular season is like our school year, just like professional athletes we work hard during this time,and we need a break. Our off season is summer, we still need to kick the ball around, meaning read a few books, not with the same intensity as during school, but like professional soccer players, for the fun of it and so that when the regular season starts up or in our case school we aren’t completely out of shape. Imagine if Messi came back from his break and lost most of his great moves? His coach would be very upset. Messi doesn’t sit around during summer and do nothing, he stills stays in shape. We too need to keep reading,so that when we come back in the fall we’re not completely out of reading shape. “Stay in Shape, Reading Shape”Do you know that if you don’t read during the summer that you lose 2 to 3 months of all the hard work we did this school year. Imagine after 3 summers you’d be a whole year behind in reading. Don’t let all your hard work go to waste. “Stay in Shape, Reading Shape”One way we can stay in shape is to read our favorite authors. We’ve become fans of these authors over the last month or so. Readers show they are dedicated fans by continuing to read their favorite authors books during the summer. I’m going to create a plan for me too to, “Stay in Shape, Reading Shape”. I’m going to (insert your own plan) take 1 hour everyday and lay under a tree with my boys and read more of Patricia Polacco books (insert your own author). Once a week on Monday’s I’m going to go to the Library to check out books with my boys. Real fans keep reading even during the off season! |
| ***Active Involvement:***Now it’s your turn to create a plan on how you can, “Stay in Shape, Reading Shape”. Think about these things: What books am I going to read?Where am I going to read?When am I going to read?Where am I going to get the books?Who can I talk about my books with?(Think-Pair-Share)Readers show they are dedicated fans by continuing to read their favorite authors books during the summer. “Stay in Shape, Reading Shape” |
| ***Link:***Because this is our last mini-lesson of the year, and soon you will be in 6th grade, it’s important to have a summer reading plan. You don’t want to go to middle school several months behind in reading. So as you read today, keep in mind how you can show you are a dedicated fan by continuing to read your favorite authors books during the summer. “Stay in Shape, Reading Shape”. Be prepared to share your plans during our last book club meeting of the year.  |
| **Mid-Workshop Teaching Point:** |
| **Share:** *This is your last time to meet, so as you talk about your plans, think about who you can share what you’ve read with, maybe even exchange phone numbers and with parent permission meet once a week at the library or at a park and talk about your books.*  “Stay in Shape, Reading Shape” |