**Unit 8 Table of Contents**

*Readers get to know Characters by Pretending and by Performing our books*

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| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | *Readers get to know the characters of a book by going on a book walk to look at the title and cover. We ask, ”What does this tell me about the character(s)?”*  *Los lectores conocen los personajes leyendo el título, observando la portada y las páginas del libro.*  Читатели используют название и иллюстрации на обложке, чтобы узнать о герояx. (Что на обложке помогает мне узнать о герое?) | 11-12 |
| [Lesson 2](#lesson2) | Readers pay attention to the ending of the story by asking how the characters feel and what they might be thinking about. (pp.116) K.RML.8-2  *Los lectores prestan atención al final de la historia, haciendo preguntas sobre cómo se sienten los personajes y que estarán pensando.*  Читатели обращают внимание на конец книги, чтобы лучше понять героя. (Как герой книги чувствует себя сейчас?) | 13-14 |
| [Lesson 3](#lesson3) | Readers pay close attention to the illustrations of the book by focusing on their facial expressions, body language, gestures to learn about their moods, personalities, and feelings.(pp.117) K.RML.8-3  *Los lectores prestan atención a las ilustraciones del libro enfocándose en las expresiones faciales, el lenguaje corporal, y gestos para aprender sobre su estado de ánimo, personalidades y sentimientos.*  Читатели внимательно рассматривают иллюстрации, чтобы лучше понять героя. | 15-16 |
| [Lesson 4](#lesson4) | Readers can learn more about the character(s) by looking across all of the pages of the book. (pp.117) K.RML.8-4  *Los lectores aprenden más acerca de los personajes, observando a través de las páginas del libro.*  Читатели вспоминают начало, середину и конец книги, чтобы лучше понять героя. | 17-18 |
| [Lesson 5](#lesson5) | Readers re-read to learn more about the characters by stopping and asking questions about how the characters might be talking and what they might be saying.  (pp.117) K.RML.8-5  Los lectores vuelven a leer para aprender más sobre los personajes haciéndose preguntas sobre lo que los personajes estarán diciendo o como estarán hablando.  Читатели обсуждают героев книг со своими партнерами. | 19-20 |
| [Lesson 6](#lesson6) | Readers show that they understand what the character(s) is thinking, feeling and saying by giving evidence from the text. (pp. 118) K.RML.8-6  *Los lectores entienden lo que un personaje está pensando/sintiendo/o diciendo mostrando evidencia en el libro.*  Читатели представляют, что герой думает, чувствует или говорит, и могут объяснить почему это так. | 21-22 |
| [Lesson 7](#lesson7) | Readers sound like the character by using the appropriate tone of voice to match what they are feeling. (pp.118) K.RML.8-7  *Los lectores se oyen como los personajes en los libros. Leen usando un tono apropiado de voz para interpretar lo que los personajes están sintiendo.* Читатели представляют, каким голосом может говорить герой книги | 23-24 |
| [Lesson 8](#lesson8) | *Readers can take on different roles as characters or narrators by acting out scenes from their books. (p.118) K.RML.8-8*  *Los lectores pueden asumir diferentes papeles como los personajes o el narrador para interpretar escenas de sus libros.*  Читатели могут выступать в роли автора или в роли героя, когда проигрывают сцены из своей книги. | 25-26 |
| [Lesson 9](#lesson9) | Readers bring the characters to life by using expressive voices and dramatic gestures.  *Los lectores le dan vida a los personajes usando voces expresivas y gestos dramáticos.*  Читатели читают так, как будто они герои. | 27-28 |
| [Lesson 10](#lesson10) | Readers can learn about different characters in books by comparing and contrasting them.  *Los lectores pueden aprender de cómo los personajes son parecidos o diferentes durante la lectura de los libros.*  Читатели наxодят книги с поxожими героями | 29-30 |
| [Lesson 11](#lesson11) | Readers get ready to perform a story by learning about their character.  *Los lectores aprenden sobre los personajes para interpretar una historia.* Читатели думают о герое и принимают его роль. | 31-32 |
| [Lesson 12](#lesson12) | *Readers can have an effective book club by being active book club members. Los lectores son miembros activos en su club de lectura.* Читатели принимают активное участие в литературном кружке. | 33-34 |
| [Lesson 13](#lesson13) | *Readers understand the characters better by rereading.*  *Los lectores vuelven a leer para entender mejor al personaje.* Читатели перечитывают, чтобы лучше понять героя. | 35-36 |
| [Lesson 14](#lesson14) | Readers show their thinking by sharing different interpretations of the same book.  *Los lectores comparten diferentes interpretaciones acerca del mismo libro.* Читатели имеют своё мнение о книге. Мнения могут быть разные! | 37-38 |

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| ***Kinder Reading Unit 8***  ***Units of Study Planning Template*** | ***Dates:***  ***4/22-5/10*** |

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| Unit: | Readers Get to Know Characters by Pretending and by Performing Our Books |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * *Readers have strategies for getting to know a character.* * *Readers can work with partners to pretend we are the characters in our books.* * *Readers perform books in reading clubs to become experts about characters and stories.* |

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| Essential Questions:  *(These should be aligned with Goals.)* | * *How do readers act out scenes from their text with your partners?* * *What does this tell me about the character?* * *What are they thinking?* * *What are they feeling?* |

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| Standards: | Foundational Skills  K.RF.1 Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print.   d. Recognize and name all upper- and lowercase letters of the alphabet.  *Fluency*  K.RF.4 Read emergent-reader texts with purpose and understanding.  Reading Standards: Literature  *Key Ideas and Details*  K.RL.1 With prompting and support, ask and answer questions about key details in a text.  K.RL.3 With prompting and support, identify characters, settings, and major events in a story.  K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  *Range of Reading and Level of Text Complexity*  K.RL.10 Actively engage in group reading activities with purpose and understanding.  Speaking and Listening Standards  *Comprehension and Collaboration*  K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue conversations through multiple exchanges   K.SL.3 Ask and answer questions in order to seek help, get information,  or clarify something that is not understood.  *Presentation of Knowledge and Ideas*  K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly. |

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| Key Vocabulary: | * Act/actuar * Character(s)/personajes * Connection(s)/conexiones * Expression/Actuación * “feeling” words (frustrated, excited, confused)palabras (frustrado, emocionado, confundido). * Fluency/Fluidez * Gestures/Gestos * Infer/Inferir * Narrator/Narrador(a) * Pretend/role Play/Interpretar un personaje * Voice/Voz * Quotation marks / guiones de diálogo |

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| Anchor Texts: | * Don’t Let the Pigeon Drive the Bus- K? (Mo Wilhems) * La Gallanita Roja /The Little Red Hen * Little Pig, Elephant & Piggy Books (Candlewick Press Brand New Readers series) * I Like Me (Nancy Carlson) * Mrs. Wishy Washy- E * No David (David Shannon) * Olivia * Pinkalicious * Pollita Chiquita * Scholastic High Frequency Readers * The Gingerbread Man * Three Little Pigs |

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| Other Resources: | * Reading A-Z website (all books-wordless books–humor books) |

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| **Assessment:**  ***(Including CCSS performance task.)*** | *FORMATIVE* | *SUMMATIVE* |
| * Assessment checklist |  |

Unit of Study at a Glance Planner

| **UNIT:** *Readers Get to Know Characters by Pretending and Performing Our Books* | | |
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| **GOAL:1**  *Readers have strategies for getting to know a character.* | **GOAL:2**  *Readers can work with partners to pretend we are the characters in our books.* | **GOAL:3**  *Readers perform books in reading clubs to become experts about characters and stories.* |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| *Readers get to know the characters of a book by going on a book walk to look at the title and cover. We ask,” What does this tell me about the character(s)?” (pp.116)K.RML.8-1*  Readers pay attention to the ending of the story by asking how the characters feel and what they might be thinking about. (pp.116) K.RML.8-2  Readers pay close attention to the illustrations of the book by focusing on their facial expressions, body language, gestures to learn about their moods, personalities, and feelings.(pp.117) K.RML.8-3  Readers can learn more about the character(s) by looking across all of the pages of the book. (pp.117) K.RML.8-4  Readers re-read to learn more about the characters by stopping and asking questions about how the characters might be talking and what they might be saying. (pp.117) K.RML.8-5 | Readers show that they understand what the character(s) is thinking, feeling and saying by giving evidence from the text.  (pp. 118) K.RML.8-6  Readers sound like the character by using the appropriate tone of voice to match what they are feeling. (pp.118) K.RML.8-7  Readers can take on different roles as characters or narrators by acting out scenes from their books. (p.118) K.RML.8-8  Readers bring the characters to life by using expressive voices and dramatic gestures.(pp. 118) K.RML.8-9  Readers can learn about different characters in books by comparing and contrasting them.(pp119) K.RML.8-10 | Readers get ready to perform a story by learning about their character. (pp.119) K.RML.8-11  *Readers can have an effective book club by being active book club members. (pp 119-121) K.RML.8-12*  *Readers understand the characters better by rereading.(pp.120) K.RML.8-13*  *Readers show their thinking by sharing different interpretations of the same book.(pp.121) K.RML.8-14* |

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| **WORKSHOP CALENDAR FOR:** | **Kindergarten Reading Unit 8** | Date: |
| **Unit of Study: Unit 8** | *Readers Get to Know Characters by Pretending and Performing Our Books* | Charts: Cumulative “feelings” chart with emotion and character pictures as anchors |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 4/22  Readers get to know the characters of a book by going on a book walk to look at the title and cover. We ask,” What does this tell me about the character(s)?” (pp.116)K.RML.8-1 | 4/23  Readers pay attention to the ending of the story by asking how the characters feel and what they might be thinking about. (pp.116) K.RML.8-2 | 4/24  Readers pay close attention to the illustrations of the book by focusing on their facial expressions, body language, gestures to learn about their moods, personalities, and feelings.(pp.117) K.RML.8-3 | 4/25  Readers can learn more about the character(s) by looking across all of the pages of the book. (pp.117) K.RML.8-4 | 4/26  Furlough Day |
| 4/29  Readers re-read to learn more about the characters by stopping and asking questions about how the characters might be talking and what they might be saying.  (pp.117) K.RML.8-5 | 4/30  Readers show that they understand what the character(s) is thinking, feeling and saying by giving evidence from the text. pp. 118) K.RML.8-6 | 5/1  Readers sound like the character by using the appropriate tone of voice to match what they are feeling. (pp.118) K.RML.8-7 | 5/2  Readers can take on different roles as characters or narrators by acting out scenes from their books. (p.118) K.RML.8-8 | 5/3  Readers bring the characters to life by using expressive voices and dramatic gestures.(pp. 118) K.RML.8-9 |
| 5/6  Readers can learn about different characters in books by comparing and contrasting them.(pp119) K.RML.8-10 | 5/7  Readers get ready to perform a story by learning about their character. (pp.119) K.RML.8-11 | 5/8  Readers can have an effective book club by being active book club members. (pp 119-121) K.RML.8-12 | 5/9  Readers understand the characters better by rereading.(pp.120) K.RML.8-13 | 5/10  Readers show their thinking by sharing different interpretations of the same book.(pp.121) K.RML.8-14 |

**Unit of Study Assessment Checklist**

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| Readers Get to Know Characters by Pretending and Performing Our Books |

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| Name | Identify the characters | Able to talk about how the character’s feeling throughout the story | Readers sound like the characters | Readers act out their roles with partners. | Readers can give reasons for what a character is thinking/ feeling/ saying | Actively participates | Student can infer/ interpret text | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 8 Mini Lesson 1** |

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| **Unit of Study:** | Readers Get to Know Characters by Pretending and Performing our Books |
| **Goal:** | Readers have strategies for getting to know a character. |
| **Teaching point**: | *Readers get to know the characters of a book by going on a book walk to look at the title and cover. We ask, “What does this tell me about the character(s)?”*  *Los lectores conocen los personajes leyendo el título, observando la portada y las páginas del libro.*  Читатели используют название и иллюстрации на обложке, чтобы узнать о герояx. (Что на обложке помогает мне узнать о герое?) |
| **Catchy phrase:** |  |
| **Text:** | The Grumpy Elephant by Joy Cowley |
| **Chart(?):** | Start “feelings” chart (with each book you read add the feeling word with a picture of that character, ex. Mrs. Wishy Washy –angry-frustrated) |
| **Standard:** | K.RL.1 With prompting and support, ask and answer question about key details in a text.  K.RL.3 With prompting and support, identify character, settings, and major events of the story. |

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  *Readers, you know how each time we read a new book we look at the title and the cover to see what the book will be about. It is one of our super powers! Today we are going to look closely at the title and the cover to learn about the different characters in our books. Remember that characters are people, animals, or things in a story. We are going to be like character detectives. We will look at the title and the cover, and just like detectives search for clues to solve problems, we are going to look for clues about our characters. We are going to start from the beginning just like a detective would be looking at the title and then look at the cover! Let’s get to know the characters better and ask this question,”* ***What does this tell me about the character(s)?”.*** |
| ***Teach:***  *Look at this book The Grumpy Elephant” (or choose another story where you can learn things about the characters from the cover) I am going to check the title, the cover, and illustrations and ask myself “What is this telling me about the character?”*  *First, I can see that there will be an elephant in this story. When I read the title of this book, it gives me a clue to what the character is feeling. I look closely at this elephant I can see that he looks very unhappy. If I look at the background of the picture I can see a jungle “What is this telling me about the character?” I bet it is telling me that the elephant must live in the jungle.*  *Now I am*  *“What is this telling me about the character?” I have learned 3 things about my character. I have learned that he is an elephant, he is grumpy and he lives in the jungle.* |
| ***Active Involvement:***  *Now it is going to be your turn to be a detective and try looking at the cover and asking yourself “What is this telling me about the character?” (Pull out another big book that shows how going to read the title The Grumpy Elephant. Just like I thought, this elephant is unhappy, he is grumpy! (this would be a good time to add the word grumpy to your chart with a picture of the elephant.)*  *Just from looking at the cover and being a good detective and asking myself the character is feeling on the cover, Mrs. Wishy-Washy, Little Pig) With your partner you are going to ask yourself the question “What is this telling me about the character?” See if you and your partner can come up with 3 things you know about the character just by looking at the title and the cover illustrations. Remember if you have already shared make sure your partner gets to share before you go again. (Give students time to talk in their partners.* |
| ***Link:***  *Today when you go off before you start reading a new book I want you to be a character detective. Look at the title and illustrations on the cover and ask yourself “What is this telling me about the character?”* |

**Unit 8 Mini Lesson 2**

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| **Goal:** | Readers have strategies for getting to know a character. |
| **Teaching point** *(Kid language!)*: | Readers pay attention to the ending of the story by asking how the characters feel and what they might be thinking about. (pp.116) K.RML.8-2  *Los lectores prestan atención al final de la historia, haciéndose preguntas sobre cómo se sienten los personajes y que estarán pensando.*  Читатели обращают внимание на конец книги, чтобы лучше понять героя. (Как герой книги чувствует себя сейчас?) |
| **Catchy phrase:** |  |
| **Text:** | The Grumpy Elephant by Joy Cowley |
| **Chart(?):** | Add to feeling chart |
| **Standard:** | K.RL.1- With prompting and support, ask and answer questions about key details in a text.  K.RL.3- With prompting and support, identify characters, settings, and major events in the story  K.SL.3 Ask and answer questions in order to seek help, get information or clarify something that is not understood. |

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  *Remember when we read the story, The Grumpy Elephant, (choose a text). At the beginning of the story the elephant was very grumpy. We were able to guess how he was feeling by looking at the title and cover of the book. After that we asked* ***“What******does this tell me about the character(s)?”.*** *This gives us a clue to how the character will feel during the story.*  *Today, we are going to be character detectives. Character detectives, not only look at the character and their feelings at the beginning of the story, but also the end of the story. We need to think about how they are feeling and what they are thinking. Let’s use our detective skills to see if the characters feelings change from the beginning of the book to the end.* |
| ***Teach:***  *Let’s revisit this story we read yesterday! Do you remember that the elephant in this story starts out by being very unhappy. We learned this by looking at the title and front cover. We looked at the picture of the elephant. His eyes were squinty and his mouth looked angry. We read the title and learned that the elephant was grumpy.*  *Now, let’s look at the end of the story. I am going to ask myself, “How might the character feel now?” I need to remember to look at the pictures. I see that the elephant is smiling and laughing. This tells me that the elephant feels differently from the beginning of story.*  *Now I know the elephant isn’t grumpy anymore. He is feeling happy now. I looked at the illustrations and the words and I asked myself, “How does the character feel now?” It is important to look at the end of books to learn about our characters because the story always changes.* |
| ***Active Involvement:***  *Do you remember yesterday that we looked at the front of ( same book from active involvement yesterday) this book. We looked at the cover of this book and noticed that the elephant character was grumpy*  *Today we will be Character Detectives and look at the end of the story. We will ask ourselves, “How does the character feel now?” Let’s look at the end. Talk with your partner and decide, “How does the character feel now”, by looking at the pictures and the words.* |
| ***Link:***  *Today when you go off, be a character detective and not only look at the beginning, but look at the end of the story to see, “How does the character feel now?” Look at the pictures and the words to help you.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

**Unit 8 Mini Lesson 3**

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| **Unit of Study:** | Unit 8 “Readers Get to Know Characters by Pretending and by Performing Our Books |
| **Goal:** | Readers Have Strategies for Getting to Know a Character |
| **Teaching point** *(Kid language!)*: | Readers pay close attention to the illustrations of the book by focusing on their facial expressions, body language, gestures to learn about their moods, personalities, and feelings.(pp.117) K.RML.8-3  *Los lectores prestan atención a las ilustraciones del libro enfocándose en las expresiones faciales, el lenguaje corporal, y gestos para aprender sobre su estado de ánimo, personalidades y sentimientos.*  Читатели внимательно рассматривают иллюстрации, чтобы лучше понять героя. |
| **Catchy phrase:** |  |
| **Text:** | “Who’s in the Shed” or “The three little pigs” by Brenda Parkes, “Don’t let pigeon drive the bus”, “Elephant and Piggie” series, or familiar book, where illustrations show expressions, body language, gestures) |
| **Chart(?):** | Accumulative “Feelings” chart |
| **Standard:** | K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details  K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). |

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  *Readers, over the past few days we have been character detectives talking about characters in our books. We learned to use the title of the book and the illustrations on the cover page to know more about the characters. We also learned how the ending of the story helps us to understand that the character’s feelings can change. Today we will continue to learn more about the characters by paying close attention to the illustrations in our book. Facial expressions are shown on our face of how we feel. We can also do this with our whole bodies and this is called our body languages. Then there are gestures that we do to talk with our hands. Looking at those things with the characters in our books, we can figure out their moods, personalities and their feelings. Remember characters show how they feeling and what they are thinking in our stories.* |
| ***Teach:*** *(Demonstration)*  *Illustrations in our books can tell us whether the character is excited or upset, scared or grumpy. Watch me as I will look closely at the illustrations in this book “My Friend is Sad” book and think about what Piggie is feeling.*  *On this page I can tell that Piggie is confused because her hands are on her hips, there are these squiggly lines above her head, and her mouth is scrunched up. (Go through the story and describe how Piggie is feeling and what in the picture made you think that. Make sure to note her facial expressions, body language, and gestures to understand her moods, personalities and feelings.)*  *Now that I have looked through all the pictures I have seen that Piggie makes lots of funny faces. I think that this means she is a silly pig! See how her feelings changed across the book. Then notice her facial expressions ,body language, and gestures to understand her moods, personalities and feelings at the end of the story.* |
| ***Active Involvement:***  *Readers I have gone through the book My Friend is Sad and thought about how Piggie is feeling. When I was done I decided that all the pictures together told me that Piggie is a silly pig. Now it is your turn. We are going to look through the pictures again and you are going to look at Gerald the Elephant. On each page you are going to tell your partner how Gerald feels and what in the picture helped you to know that. We will start with Partner A and then it will be Partner B’s turn.*  *(When you have given each partner a couple of turns have them work together to come up with a conclusion about him. What kind of an Elephant is he? You can then have them share some of the conclusions we have made.)* |
| ***Link:***  *Readers now that we have practiced going through our stories and learning about our characters by looking at the illustrations you can now use this strategy to be a better character detective. Remember detectives not only tell what they think they also tell you why they think that.* |

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| **Unit of Study:** | Readers Get to Know Characters by Pretending and Performing Our Books |
| **Goal:** | Readers have strategies for getting to know a character. |
| **Teaching point** *(Kid language!)*: | Readers can learn more about the character(s) by looking across all of the pages of the book. (pp.117) K.RML.8-4  *Los lectores aprenden más acerca de los personajes, observando a través de las páginas del libro.*  Читатели вспоминают начало, середину и конец книги, чтобы лучше понять героя. |
| **Catchy phrase:** |  |
| **Text:** | Officer Buckle and Gloria, Chrysanthemum, Angelina Ballerina |
| **Chart(?):** | Add to feelings chart |
| **Standard:** | K.RL.3 With prompting and support, identify characters, setting, and major events in a story.  K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts). |

**Unit 8 Mini Lesson 4**

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  *Readers, you know how we have been character detectives learning about our characters? We have looked at the cover and the ending of our stories to look for clues and learn more. Today we are going to look through the beginning, middle and ending of our book to learn about our characters. Looking across all of the pages helps us learn more about the characters. We are going to ask ourselves “What do all the pages together teach me about the character?”* |
| ***Teach:***  *Remember the book Chrysanthemum, I am going to look through all the pages and ask myself “What do all the pages together teach me about Chrysanthemum?” (Go through the book and look at how the character changes throughout the story, you can pick any book with a good character that the students are familiar with)*  *I can see that in the beginning of the book she feels really excited about going to school and meeting new friends. Oh my, now in the middle she if feeling really upset because the other students are making fun of her name. In the end she feels better because her teacher also has a flower name and names her baby Chrysanthemum.*  *By looking through all the pages I know that Chrysanthemum is a sensitive girl who was very proud of her name. It is important to look across all of the pages of our books to learn more about our characters.* |
| ***Active Involvement:***  *Now, that we know how to go through an entire book and ask ourselves the question “What do all the pages together teach me about the character?” you are going to try it on your own. I want you all to take out your book boxes and go through the all the pages of your one of your books to learn about your character. (If you think this might be difficult for your students you can go through a book together and just have them come up with a culminating statement on their own.)* |
| ***Link:***  *Readers when you go off and read remember to ask yourself the question “What do all the pages together teach me about the character?” Now that you have read the entire book you might learn something new.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

**Unit 8 Mini Lesson 5**

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| **Unit of Study:** | Readers Get to Know characters by Pretending and Performing Our Books |
| **Goal:** | Readers have strategies for getting to know a character. |
| **Teaching point** *(Kid language!)*: | Readers re-read to learn more about the characters by stopping and asking questions about how the characters might be talking and what they might be saying.  Los lectores vuelven a leer para aprender más sobre los personajes haciéndose preguntas sobre lo que los personajes estarán diciendo o como estarán hablando.  Читатели перечитывают, чтобы узнать больше о герое, если спрашивают о том, что герой говорит и что бы они сказали. |
| **Catchy phrase:** |  |
| **Text:** | (A book of your choice) |
| **Chart(?):** |  |
| **Standard:** | K.SL.3 Ask and answer questions in order to seek help, get information, or clarify.  K.SL.4- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |

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| ***Mini Lesson:*** *(7-10 minutes total)*  **Connection:**  We have been thinking a lot about the characters in our stories. We can learn more about our characters by looking at the whole book and thinking about how they are feeling. Also, asking questions can help us understand the story better. Today readers, we will reread our books during partner reading by stopping and asking what the characters might be saying and how they might be talking in specific parts (explain that this is a certain part of the story) of the story. |
| **Teach:**  Today I am going to be a Character Detective again. I am going to look at the characters in this book (book of your choice). I am going to have a partner come up and help me notice things in this story. (teacher chooses a volunteer to come model partnerships.) Then I’ll have to reread the story and ask the questions to solve what the characters might be saying and how they might be talking in specific parts.  Teacher: “I notice the character has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” “I think the character feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (feeling)” Now (talking to partner) “What do you notice about the character?”  Student ”I notice the character has\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. “I think the character feels \_\_\_\_\_\_\_\_\_\_\_.”  “Я заметил, что герой ... . Я считаю/думаю, что герой чувствует себя ... . Что ты думаешь об этом герое?”  Also students, notice what the characters are saying during the story.  I like how we were sharing what we noticed about the character by looking at the pictures and the text. |
| **Active Involvement:**  Now you will have a chance to talk with your partner about the characters of the story that I hold up. You will share with your partner what you notice about the character by looking at the pictures and the text. Then we’ll reread the story to think about what the character are saying.  Please sit knee to knee. I will hold up a page in my book. (teacher chooses a page from a story of your choice). Take turns sharing what you notice about the character and how you think the character feels. (teacher chooses a different book that is familiar) repeat. |
| **Link:**  Now you will get a chance to reread with your partner. Remember talk about what you notice about your character and describe how you think your character feels. |
| ***Mid-Workshop Teaching Point:*** |

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| **Unit 8 Mini Lesson 6** |

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| **Unit of Study:** | Kinder Unit 8 Readers get to know characters by pretending and performing their books. |
| **Goal:** | Readers can work with partners to pretend they are the characters in their books. |
| **Teaching point** *(Kid language!)*: | Readers show that they understand what the character(s) is thinking, feeling and saying by giving evidence from the text. (pp. 118) K.RML.8-6  *Los lectores entienden lo que un personaje está pensando/sintiendo/o diciendo mostrando evidencia en el libro.*  Читатели представляют, что герой думает, чувствует или говорит, и могут объяснить почему это так. |
| **Catchy phrase:** | “How do you know your character is ….” “Почему ты думаешь, что герой ... ?” |
| **Text:** | The Three Billy Goats Gruff.  *Los tres chivitos Gruñones.* |
| **Chart(?):** | Create feelings vocabulary, (with visuals e.g. pictures of the troll next to his emotion). |
| **Standard:** | K.RL.1 With prompting and support, ask and answer questions about key details in the text.  K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly. |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:***  *Remember yesterday how we practiced rereading stories to think about how our characters feel and what they are saying in specific parts of the story. We tried to convey what the character might think feel or say. Today we are going to explore our characters and think about how they might feel or what they might say but the most important thing we are going to do today is going to explain WHY we think our character is that way. We are going to ask our partners “What are they thinking or What are they feeling?” Our partners need to give us evidence from the book to back up what they are saying. Remember it is important not only notice what you think your character is thinking, feeling, and saying…the most IMPORTANT thing is to explain* ***WHY****!* |
| ***Teach:***  *In our science class we have to provide evidence for what we are saying. For example, we know that frogs are organisms because….. (or use any other example about science)*  *In science we have to prove what we say. In reading we have to do the same thing. When you say that, for example, the troll is grumpy. Your partner will ask you how do you know the troll is grumpy? One way to prove that the troll is grumpy is to point to the picture and demonstrate how the troll’s face is grumpy looking because his brow is furrowed. Another way to prove that the troll is grumpy is to point to the words and show me where it implies that. Another way we can prove this is by using clues about what is happening in the story (for example this character looks scared by the troll).*  *When you tell your partner or me how your character feels you need to prove it with evidence. You have to show me two reasons why. For example point to the picture and the words that demonstrate the emotion.*  *Then we can answer these questions, “What is the character thinking? Or What is the character feeling?”* |
| ***Active Involvement:***  *Teacher pulls another book that students are familiar with and shows one page to the students. Students must take turns explaining to their partners what they think the character is thinking, feeling and/ or saying and give a reason why. Remember to ask your partner, “What is the character thinking? Or What is the character feeling?”* |
| ***Link:***  *Remember it is important not only notice what you think your character is thinking, feeling, and saying…the most IMPORTANT thing is to explain* ***WHY****!* |
| ***Mid-Workshop Teaching Point:***  *Remember to actually provide evidence by pointing it out with your finger or a sticky note in the book.* |
| ***Share:*** |

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| **Unit 8 Mini Lesson 7** |

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| **Unit of Study:** | Kinder Unit 8 Readers get to know characters by pretending and performing their books. |
| **Goal:** | Readers can work with partners to pretend they are the characters in their books. |
| **Teaching** point *(Kid language!)*: | Readers sound like the character by using the appropriate tone of voice to match what they are feeling. (pp.118) K.RML.8-7  *Los lectores se oyen como los personajes en los libros. Leen usando un tono apropiado de voz para interpretar lo que los personajes están sintiendo.* Читатели представляют, каким голосом может говорить герой книги |
| **Catchy phrase:** | Let’s make our voice match our character’s voice Читай таким голосом, каким говорит этот герой.  Vamos a hablar como los personajes. |
| **Text:** | The Little Red Hen,  *La Gallinita Roja* |
| **Chart(?):** | Emotions chart. |
| **Standard:** | K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly  K.RL.10 Actively engage in group reading with purpose and understanding. |

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  *Remember when we read the story the 3 Billy Goats Gruff and we were thinking about how our characters felt, thought, and what they would say. Today we are going to do the same thing but we are going to focus on how they might sound. We need to become the characters of every book that we read by using the* appropriate tone of voice to match what they are feeling. |
| ***Teach:***  *When I read the 3 Billy Goats Gruff. I made a big angry voice for the troll. I chose that voice because the troll looked scary and mad. I thought he was grumpy because he was hungry and said he would eat the goats. I didn’t choose a slow lazy voice or a sweet soft voice because I know the troll wouldn’t have sounded like that. (Teacher gives example of this) When we read we have to make our voice match our character’s voice by paying attention to the pictures, words, and story. We can become the characters of all of our stories by matching what the he/she is feeling.* |
| ***Active Involvement:***  *We are going to read a couple pages of The Little Red Hen. We’ve read this book before. I remember that in this book there was a very lazy dog, a silly goose and a very vain cat. I want you to turn to your partner and take turns reading these two pages using a voice that would go with each character. Remember Let’s make our voice match our character’s voice to how he or she is feeling.* |
| ***Link:***  *Whenever you are reading you need to think about how your character would sound. Right now I am sending you off in your book clubs and you are going to practice matching your voice to your character’s and how they are feeling.* |
| ***Mid-Workshop Teaching Point:***  *Don’t forget to think about what your character sounds like when you are reading and match your voice to that.* |
| ***Share:*** |

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| **Unit 8 Mini Lesson 8** |

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| **Unit of Study:** | Grade K, Unit 8- Readers Get to Know Characters by Pretending and by Performing Our Books |
| **Goal:** | Readers can work with partners to pretend we are the characters in our books. |
| **Teaching point**: | *Readers can take on different roles as characters or narrators by acting out scenes from their books. (p.118) K.RML.8-8*  *Los lectores pueden asumir diferentes papeles como los personajes o el narrador para interpretar escenas de sus libros.*  Читатели могут выступать в роли автора или в роли героя, когда проигрывают сцены из своей книги. |
| **Catchy phrase:** | I can be the character! I can be the narrator! (118)  *¡Yo puedo ser el personaje! ¡Yo puedo ser el narrador! (118)*  Я буду героем! Я буду автором! |
| **Text:** | Any Clifford book, fairy tales |
| **Chart(?):** |  |
| **Standards:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RF.1 Demonstrate understanding of the organization and basic features of print. |

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  Yesterday we practiced reading like we were the characters in our books. Now we are going to act out scenes from our books. Readers can take on different roles as characters or narrators by acting out scenes from their books. They can say, I can be the character! I can be the narrator! |
| ***Teach:***  An important role in our books is the narrator. The narrator’s job is to read the part of the book where the character isn’t talking.  (Find a place with quotation marks and point them out). These marks “” are called quotation marks. That means that a character is talking. The rest of the words mean the narrator is telling what is happening in the story. I’m going to put on my narrator hat. I will play the part of the narrator while (student) plays the part of the character. My buddy will play the part of the main character, (Clifford). He will read the words that are in between the quotation marks (choose a child who will understand the concept of quotation marks). |
| ***Active Involvement:***  (Use the same fairy tale , with a copy for each partnership)  With your partner, partner A will take on the job of the narrator. Partner B will take on the role of the character(s). Remember, readers can take on different roles as the character or narrator to act out scenes from their books. |
| ***Link:***  Now that you have practiced taking on different roles as the character and the narrator, you can act out scenes from different books. When you find quotation marks, remember, that means the character is talking. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

**Unit 8 Mini lesson 9**

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| **Unit of Study:** | Grade K, Unit 8- Readers Get to Know Characters by Pretending and by Performing Our Books |
| **Goal:** | Readers can work with partners to pretend we are the characters in our books. |
| **Teaching point**: | **Readers bring the characters to life by using expressive voices and dramatic gestures.**  *Los lectores le dan vida a los personajes usando voces expresivas y gestos dramáticos.*  Читатели читают так, как будто они герои. |
| **Catchy phrase:** | **Expressive voices! Voces expresivas. Dramatic gestures! Gestos dramáticos.** |
| **Text:** | Grumpy Elephant by Joy Cowley |
| **Chart:** | Start “feelings” chart (with each book you read add the feeling word with a picture of that character, ex. Mrs. Wishy Washy –angry-frustrated) |
| **Standards:** | K.RL.1 With prompting and support, ask and answer question about key details in a text.  K.RL.3 With prompting and support, identify character, settings, and major events of the story  K.RF.4 Read emergent-reader texts with purpose and understanding. |

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  We have been working so hard at getting to know characters and say what they are saying or would say. We have practiced matching our voice to their feelings. This is using an expressive voice. Today we are going to use expressive voices AND dramatic gestures. We all know people that use dramatic gestures when they talk. People may talk with their hands and move their other body parts like this. (Moving dramatically while talking!) Readers bring the characters to life by using expressive voices and dramatic gestures. |
| ***Teach:***  So, readers, one of the ways that we make the characters seem real is by talking like they would talk and moving the way that they would move.  This means reading and trying to become the character as you read, thinking to yourself I’ll bet she’s really **mad** and then saying the characters words in an **angry** tone and maybe balling up your fists. And it would mean noticing when the characters feelings might be changing, and making sure your voice and actions change with the characters’ feelings.  Watch how I can think about what the character is feeling and match my voice and movements to be just like the character (teacher models with 2 pages of the text). This character looks really sorry. I’m going to use a sad, slow voice and pretend that I am the character in the book.  (Teacher reads the character’s part with expression. Now have a student read a part previously practiced from the shared reading time).  Wow! That sounded and looked just like what the character was feeling! When we read books, we bring the characters to life by using expressive voices and dramatic gestures. |
| ***Active Involvement:***  When we talk and act like the characters with our partners, we take different parts. Show me which dramatic gestures you would use if your character was sad. Now add a voice to it. Say, I am saaaaad. Now turn to your partner and choose different feelings to show them. Can they guess how your character is feeling? Give your partner a turn. Try another one. Now try using your expressive voices and dramatic gestures to make this character come alive (turn to the next page in your book, then repeat one more time). |
| ***Link:***  Now that you have practiced with a book we have read together, you will go and practice reading all kinds of books, using expressive voices and dramatic gestures. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 8 Mini Lesson 10** |

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| **Unit of Study:** | Unit 8 Readers Get to Know Characters by Pretending and by Performing Our Books |
| **Goal:** | Readers Have Strategies for Getting to Know a Character |
| **Teaching point:** | Readers can learn about different characters in books by comparing and contrasting them.  *Los lectores pueden aprender de cómo los personajes son parecidos o diferentes durante la lectura de los libros.*  Читатели наxодят книги с поxожими героями |
| **Catchy phrase:** | How are these the same? How are these different? Text-to-text!  *¿Cómo son igual? ¿Cómo son diferente? Texto-a-texto*  Чем поxожи эти герои? Чем отличаются эти герои? |
| **Text:** | Pick a series: Curious George, animal basket |
| **Chart(?):** | T-chart or Venn Diagram for comparing and contrasting |
| **Standard:** | K.RL.3 With prompting and support, identify characters, settings and major events in a story.  K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  Readers, yesterday we used expressive voices and dramatic gestures to show how a character was feeling or thinking a certain way. Today, we are going to look at how characters are the same or different from different stories. Readers can learn about different characters in books by comparing and contrasting them. You can make connections called text-to-text connections when you are thinking about two books. Text-to-text (hold up one book each time you say text). |
| ***Teach:***  Look at this favorite book! The main character is David. Now look at this favorite book! This character is Fergus. Let’s compare and contrast these two books. Compare/contrast means, what is the same and different. We can ask the questions: How are these characters the same? How are they different?  Oh! I found how these books are the same! I made a text-to-text connection! They both have \_\_\_\_\_\_\_ (dogs). Oh! I found how these books are different! This one has \_\_\_\_\_ and this one has \_\_\_\_\_\_.  When I think about books, there are some characters that are the same, and there are some that are different. Readers talk about how characters are the same and different across books to make connections from text-to-text. Readers can learn about different characters in books by comparing and contrasting them. |
| ***Active Involvement:***  Now you get to work with your partner to decide what is the same and different across these books. We will compare and contrast these two books by looking for characters that are the same and characters that are different. (Make a T-chart or Venn diagram with a few things the same and a few things different about the two characters.) Now let’s practice using our words to share these ideas. I want you to listen closely while I do this and then turn to your partner and tell them what you hear me say. These characters are the same because\_\_\_\_\_! These characters are different because\_\_\_\_\_\_! What did you hear me say?  If I am comparing characters, what would you hear me say?  If I am contrasting characters, what would you hear me say? |
| ***Link:*** From now on when you read with your partners or by yourselves, you’ll be able to think about the characters and make text-to-text connections. Remember, readers can learn about different characters in books by comparing and contrasting them. |
| ***Mid-Workshop Teaching Point:***  *Have you made any text-to-text connections?* |
| ***Share:*** |

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| **Unit 8 Mini Lesson 11** |

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| **Unit of Study:** | Grade K , Unit 8- Readers Get to Know Characters by Pretending and by Performing Our Books |
| **Goal:** | Readers perform books in reading clubs to become experts about characters and stories. |
| **Teaching point** *(Kid language!)*: | Readers get ready to perform a story by learning about their character.  *Los lectores aprenden sobre los personajes para interpretar una historia. .* Читатели думают о герое и принимают его роль. |
| **Catchy phrase:** | Bring our characters to life! Оживи героя! |
| **Text:** | Previous play experience or a youtube short clip of a book (The Hungry Caterpillar , If You Give a Mouse a Cookie, Pinkalicious ) |
| **Chart(?):** |  |
| **Standard:** | K. RL.10 Actively engage in group reading activities with purpose and understanding.  K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly. |

**Note to teacher: not acting out a play or using props. Students should be sitting in their book club.**

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  We have learning about and practicing sounding like the characters in our books. Today we are going to use all that we know to pretend to be our character. Readers think about the characters in books and bring them to life by acting like them. Readers get ready to perform a story by learning about their character. |
| ***Teach:***  Remember when we read the book (any previous book read to the class), the character in the book became real with my voice and facial expressions only. Then, when we watched a play (previously watched play), we observed the character become real by using gestures and body movements.  Watch how I think about the character on this page and then, I bring the character to life by using gestures and body movements.  (Teacher models a page poorly with a monotone voice. Then, he/she thinks aloud the words on the page, the facial expressions of the character and the actions of the character.)  Now, I am going to look at the picture and the words on this page and I think how to bring my character to life. In this picture (teacher shows a picture with a character on it and infers how the character is feeling and re-enacts it well). (Repeat this process on 2 more pages)  Repeat teaching point. |
| ***Active Involvement:***  (Students will sit on the carpet in their designated book club. Teacher will read a page with monotone) Ok students, now, I want you to think about the character on this page and then bring the character to life by using gestures and body movements within your club. Let’s try it again and make sure that everyone gets a turn (Teacher reads another a page with monotone).  Readers get ready to perform a story by learning about their character. |
| ***Link:***  Now, when you get a chance to act out a book, remember to bring your character to life by using gestures and body movements that make sense for your character because readers get ready to perform a story by learning about their character. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 8 Mini Lesson 12** |

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| **Unit of Study:** | Readers Get to Know Characters by Pretending and by Performing Our Books. |
| **Goal:** | Readers Perform Books in Reading Clubs to Become Experts |
| **Teaching point** *(Kid language!)*: | *Readers can have an effective book club by being active book club members. Los lectores son miembros activos en su club de lectura.* Читатели принимают активное участие в литературном кружке. |
| **Catchy phrase:** | Listen! Be the character! ¡Escucha! ¡Representa el personaje! Читатели слушают и задают вопросы другим членам литературного кружка. Читатели поддерживают разговор! |
| **Text:** | A familiar story for each book club book |
| **Chart(?):** | Book Club expectations –listen –speak up -participate –on task -not too silly |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly.  K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue conversations through multiple exchanges |

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  Today we are going to learn how to read (or retell) and then perform books in our book clubs. We are going to practice together. Just like when we read with a partner or when we read to ourselves, we need to remember how to behave when we perform in a book club. |
| ***Teach: (****Demonstration)*  When you are working with your group, you will first read and think, then perform. Let’s talk about what that looks like when you work together. (Present pre-made I-chart i.e. –listen –speak up -participate –be on task -don’t be too silly.)  *Right now we are going to show you how to do this!*  (Have students sit in a circle and get a group of four students together in the middle. Choose students who have effective group work skills).  The students are going to read (or retell) the book and then plan their performance. (Guide students.) Now who will be the pigs, etc. (Have them begin to act it out, then cut them short). |
| ***Active Involvement:***  Now we are going to practice in our book clubs with the same book.  (Arrange students in their book clubs on the carpet. Teacher guides students to choose parts in the shared book and practice an impromptu performance in their small group.) |
| ***Link:***  Readers, every time you read in your book club remember to listen to others and be your character! You will have an effective book club by being active book club members. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 8 Mini Lesson 13** |

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| **Unit of Study:** | Grade K , Unit 8- Readers Get to Know Characters by Pretending and by Performing Our Books |
| **Goal:** | Readers perform books in reading clubs to become experts about characters and stories. |
| **Teaching point** *(Kid language!)*: | *Readers understand the characters better by rereading.*  *Los lectores vuelven a leer para entender mejor al personaje.* Читатели перечитывают, чтобы лучше понять героя. |
| **Catchy phrase:** | I’ve discovered something new! Я узнал что-то новое об этом герое!  Descubrí algo nuevo. |
| **Text:** | Chrysanthemum |
| **Chart(?):** |  |
| **Standard:** | K. RL.10 Actively engage in group reading activities with purpose and understanding. |

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  We have been working with our book clubs to learn about our characters and understand them even better by performing. Today, we are going to re-read to discover something new because readers reread to become character experts. Readers understand the characters better by rereading. |
| ***Teach:***  (Teacher uses a book with strong characters and details) Watch how I read this page, then, look at the picture and re-read so that I can discover something new about the character.  (Teacher models reading a page. Then, he/she looks at the illustrations and models aloud some of the new observations/discoveries made about the character) I’ve discovered something new! (Teacher thinks aloud about new discoveries)  Now, I am going to re-read this page to help me understand the character better.  (Repeat this process on 2 more pages)  Readers understand the characters better by rereading. |
| ***Active Involvement:***  (Students will pull out a book from their book bag and read, then go back and look at the picture to discover something new and re-read it again with deeper understanding.) Ok students, now, I want you to choose a book and read it. When you are done, look at the pictures and find something new. Then, re-read the book again because readers reread to understand the character better. |
| ***Link:***  Now, when you read a book, remember to look at the picture and reread to understand the character better. |
| ***Mid-Workshop Teaching Point:***  You have been doing a good job rereading to understand the character better. Don’t forget that readers also re-read to sound smoothly and to sound like the character. |
| ***Share:***  (Choose a student who demonstrated the practice of the mini-lesson and have that student share.) |

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| **Unit 8 Mini Lesson 14** |

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| **Unit of Study:** | Readers Get to Know Characters by Pretending and Performing Our Books |
| **Goal:** | Readers Perform Books in Reading Clubs to become Experts about Characters and Stories |
| **Teaching point** *(Kid language!)*: | Readers show their thinking by sharing different interpretations of the same book.  *Los lectores comparten diferentes interpretaciones acerca del mismo libro.* Читатели имеют своё мнение о книге. Мнения могут быть разные! |
| **Catchy phrase:** | It is ok to think differently! A veces pensaremos diferente. |
| **Text:** | The Three Little Pigs, Goldilocks |
| **Chart(?):** |  |
| **Standard:** | K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in a familiar story. |

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| ***Mini Lesson:*** *(7-10 minutes total)*  ***Connection:***  *Over the past few weeks I have been watching you all acting out and talking about books with each other. I noticed that sometimes we have different opinions about the same book. Sometimes we think it is bad when we don’t agree but it is actually when we talk about books it is ok if we don’t always agree. In fact, sometimes it is good to not agree because then we can start thinking about books in a different way. It is ok to think differently! Sometimes readers think differently about the same book.* |
| ***Teach:***  *Today I am going to show you how readers think differently about the same book. It is ok when we don’t agree about a book. I am going to show you two different ways to talk to your partner when you don’t agree about a book, but you still need to work together.*  *(For this you will need a helper. You can have an assistant do it with you or prep a student ahead of time to show what you are doing)*  *Model #1- (Talk about the book The Three Little Pigs. One partner will take the pigs side and feel sorry for them, the other partner will take the wolf’s side start a big argument)* *You are wrong, I am right! The pig is mean because he is hurting the wolf and he is just trying to have something to eat. No! You are wrong, the wolf is horrible and is just being mean! (Stop the demonstration) Ok, class did we learn anything from this conversation? No, we just argued and we didn’t listen to what each other had to say and now we don’t have time to perform the story. Now we are going to try it again.*  *Model #2- (This time have the conversation again but listen to each other) Ok, I see what you are saying the wolf does need to eat. But I still think he is wrong to eat the pig. I am going to act like an angry wolf and I might make my tummy growl, too. See class we still didn’t agree on everything but this way we each learned more about the story and can act it out together. It is ok to think differently!* |
| ***Active Involvement:***  *Now you are going to practice this with your partner. We are going to talk about the story “Goldilocks.” Partner A, you are going to take Goldilocks side and Partner B is going to take the side of the Three Bears. Remember, readers can think differently about the same book. Sometimes it even helps us think more about the same book. It is ok to think differently!* |
| ***Link:***  *Remember, it is ok to think differently! We don’t all have the same opinion about books. Sometimes when we talk to someone with a different opinion it helps us learn more about the book!* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |