

Block 3: Realistic Fiction

9/15 – 10/10
4 Weeks (20 days)

TEKS 2.3A, 2.3B, 2.3C, 2.5B, 2.6A, 2.9B, 2.11A, Fig. 19 A-F

Lessons	Focus
1-6	Genre Immersion
7-12	Inferring, Character Analysis
13-18	Retelling, Theme
19-20	Flex Days

Texts needed, which are not included in Journeys (should be one copy in your grade level collection, which we formerly used for c-scope):

- Ira Sleeps Over by Bernard Waber

Block 3: Realistic Fiction

Lesson	TEKS & Objective/Product	Procedure
1	<p>TEKS: 2.3A-C, 2.5B, 2.9B, 2.11A, Fig. 19 A,B,C,D,F</p> <p>Obj: We will describe main characters in works of fiction.</p> <p>Product: I will make a text-to-self connection to the main character.</p>	<p>Focus: Context clues, Making connections, Character Analysis</p> <p>Text: <u>Mr. Tanen's Tie Trouble</u></p> <ul style="list-style-type: none"> • Journeys, Unit 4 <p>Approach: Interactive Read Aloud</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Using Context Clues • Response Sheet: Making Connections
2	<p>TEKS: 2.3A-C, 2.5B, 2.9B, 2.11A, Fig. 19 A,B,C,D,F</p> <p>Obj: We will describe main characters in works of fiction.</p> <p>Product: I will use text evidence to describe the main character to my partner.</p>	<p>Focus: Context Clues, Character Analysis</p> <p>Text: <u>The Ugly Vegetables</u></p> <ul style="list-style-type: none"> • Journeys, Unit 2 <p>Approach: Interactive Read Aloud</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Using Context Clues
3	<p>TEKS: 2.3A-C, 2.9B, Fig. 19 A,B,C,D,F</p> <p>Obj: We will describe main characters in works of fiction.</p> <p>Product: I will make a text-to-self connection to the main character.</p>	<p>Focus: Making Connections, Character Analysis</p> <p>Text: <u>Ira Sleeps Over</u></p> <ul style="list-style-type: none"> • Grade level book collection, (C-scope) <p>Approach: Interactive Read Aloud</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Response Sheet: Making Connections
4	<p>TEKS: 2.3A-C, 2.9B, Fig. 19 A,B,C,D,F</p> <p>Obj: We will describe main characters in works of fiction.</p> <p>Product: I will make a text-to-self connection to the main character.</p>	<p>Focus: Making Connections, Character Analysis</p> <p>Text: <u>Luke Goes to Bat</u></p> <ul style="list-style-type: none"> • Journeys, Unit 4 <p>Approach: Interactive Read Aloud</p> <p>Resources/Materials: N/A</p>
5	<p>TEKS: 2.3B, 2.6A, 2.9B, Fig. 19A-F</p> <p>Obj: We will identify the characteristics of realistic fiction.</p> <p>Product: I will discuss the characteristics of realistic fiction.</p>	<p>Focus: Genre noticings for Realistic Fiction</p> <p>Text: <u>Mr. Tanen's Tie Trouble</u>, <u>The Ugly Vegetables</u>, <u>Ira Sleeps Over</u>, <u>Luke Goes to Bat</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Realistic Fiction
6	<p>TEKS: 2.3B, 2.6A, 2.9B, Fig. 19A-F</p> <p>Obj: We will identify the characteristics of realistic fiction.</p> <p>Product: I will discuss the characteristics of realistic fiction.</p>	<p>Focus: Genre noticings for Realistic Fiction</p> <p>Text: <u>Mr. Tanen's Tie Trouble</u>, <u>The Ugly Vegetables</u>, <u>Ira Sleeps Over</u>, <u>Luke Goes to Bat</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <p>Anchor: Realistic Fiction</p>

Lesson 1

Lesson Overview: 2.3A-C, 2.5B, 2.9B, 2.11A, Fig. 19A,B,C,D,F

Text: Mr. Tanen’s Tie Trouble (Journeys, Unit 4, p. 14)

Approach: Interactive Read Aloud

Focus: Monitoring Comprehension, Character Analysis, Using Context Clues

Create: (BEFORE THE LESSON)

- **Stopping Points – Record the following on sticky notes and place on the correct pages in the text:**
 - **Pg. 16** – *What problem does Mr. Tanen have?*
 - **Pg. 18** – *Phrases to discuss and anchor: in a pickle and words floated around in his head*
 - **Pg. 18/19** – *Let’s think about what we know about Mr. Tanen and why he’s gone from being worried to dancing around. Based on what we know, let’s make a prediction about what will happen. Why is Mr. Tanen saying Lynnhurst will have a new playground?*
 - **Pg. 20** – *Word to discuss and anchor - auction*
 - **Pg. 27** – *The text says Mr. Tanen swallowed hard. We know he loved his ties. How does he most likely feel here? Why would he sell something he loves so much?*
 - **Pg. 34** – *Let’s discuss what kind of person Mr. Tanen is... If he were your principal, what would you tell someone about him?*

Create: (BEFORE THE LESSON)

- **Using Context Clues (2.5B,C, 2.11A)**

This anchor will be filled in with your students using various texts throughout the year.

Unfamiliar Word/Phrase	Context Clues	We Think (Infer) it Means	Synonyms	Antonyms

• Inferring Word Meaning
 • Recognize that some words and phrases have literal & non-literal meanings

2.5B, C
 2.11A

- **Response Sheet for Reader’s Notebook:**
Optional

- **Making Connections: Text-to-Self**

- **One per student (two to a page)**
- **Students can glue chart on the first available page in the Reading Response section of their Reader’s Notebook.**

Making Connections: Text-to-Self

Text: **Mr. Tanen’s Tie Trouble**

What happened in the text	My connection is...	It helps me understand...
Mr. Tanen, the principal at Lyndhurst Elementary, does not have enough money to purchase a new playground for his students. He owns many ties which he loves, but he decides to sell them to raise the money for the playground. The townspeople pay big money for the ties at his auction and he uses the money to have the new playground built. The townspeople surprise Mr. Tanen by returning his ties to him at the grand opening of the new playground.		

Making Connections: Text-to-Self

Text: **Mr. Tanen’s Tie Trouble**

What happened in the text	My connection is...	It helps me understand...
Mr. Tanen, the principal at Lyndhurst Elementary, does not have enough money to purchase a new playground for his students. He owns many ties which he loves, but he decides to sell them to raise the money for the playground. The townspeople pay big money for the ties at his auction and he uses the money to have the new playground built. The townspeople surprise Mr. Tanen by returning his ties to him at the grand opening of the new playground.		

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.
2. **Introduce Text:** *This story is called Mr. Tanen’s Tie Trouble. We’ve been learning that good readers make text-to-self connections and think deeply about the characters, especially the main character(s), as they read. We are going to pay close attention to Mr. Tanen as we read today – what he does, says, and thinks. This will help us make predictions and connect to what we read.*
3. **Read the Text:** Use stopping points to focus the lesson on character analysis & using context clues.

- **Pg. 16** – *What problem does Mr. Tanen have? (there’s not enough money for a new playground at his school)*
- **Pg. 18** – *Sometimes when I’m reading I’m not sure what certain words and phrases mean. We can often use context clues, or information in the story, to help us figure out what unknown words and phrases mean.*

For example, when Mr. Tanen says “I’m in a real pickle!” I’m not sure what that means. (Write down ‘I’m in a real pickle’ where it says unfamiliar word/phrase on anchor chart.)

Mr. Tanen then says “This is not enough money for a playground. The kids will be so disappointed.” (write on context clues part of anchor)

I think Mr. Tanen is saying he has a big problem. (write ‘a big problem’ where it says We Think it Means on anchor chart)

Let’s work through this other phrase together (write ‘words floated around in his head’ on the anchor)

The story says Mr. Apple’s words floated around in his head: The playground will have to wait, You’ll think of something, I wish our account was a full as your tie closet (write on Context Clues part of anchor chart).

We all know words can’t really float around in our head. Based on the context clues, what might this phrase mean? Turn and talk to your partner and then we’ll share. (Come to a consensus and record on anchor – something like ‘remembering’ or ‘thinking’)

- **Pg. 18/19** – *Let’s think about what we know about Mr. Tanen and why he’s gone from being worried to dancing around. Based on what we know, let’s make a prediction about what will happen. Why is Mr. Tanen saying Lynnhurst will have a new playground? (maybe he will sell his ties to raise money).*
 - **Pg. 20** – *This sign (read sign first) says Mr. Tanen’s tie auction. I’m not sure what auction means (write on unfamiliar word/phrase on anchor). Let’s read a little more and look for context clues (read pages 22 and 23). What are the townspeople talking about Mr. Tanen doing? (Write down context clue(s) such as “Mr. Tanen is selling all his ties!”). So an auction must be a...(sale. Record ‘sale’ on anchor chart).*
 - **Pg. 27** – *The text says Mr. Tanen swallowed hard. We know he loved his ties. How does he most likely feel here? Why would he sell something he loves so much? (He likely feels sad having to sell something he loves so much. He must really love his school and students to sell his ties for the new playground).*
 - **Pg. 34** – *Let’s discuss what kind of person Mr. Tanen is... If he were your principal, what would you tell someone about him? (He’s kind, giving, unselfish, loving, generous...). Have you ever met anyone like Mr. Tanen? (Discuss)*
- 4. Closing:** *Mr. Tanen did something nice for his school and students and in turn, the townspeople did something nice for him. I think that’s what he meant by “The more you give, the more you get”. Think about a time someone did something nice for you or you did something nice for someone else. Think about how it made you feel. That text-to-self connection will help you understand how Mr. Tanen felt at the end of this story.*

Since there’s not time for each of us to share our connection aloud, the best way to do it is through a reading response! I can’t wait to read your connection and how it helped you understand this story in a deeper way. (Either use response sheet or have students draw the T-chart in the Reading Response section of their Reader’s Notebook. Model using your notebook. Students can complete the response during centers, independent reading time, or any other time you have available during the literacy block).

Making Connections: Text-to-Self

Text: Mr. Tanen's Tie Trouble

What happened in the text	My connection is...	It helps me understand...
<p>Mr. Tanen, the principal at Lynnhurst Elementary, does not have enough money to purchase a new playground for his students. He owns many ties which he loves, but he decides to sell them to raise the money for the playground. The townspeople pay big money for the ties at his auction and he uses the money to have the new playground built. The townspeople surprise Mr. Tanen by returning his ties to him at the grand opening of the new playground.</p>		

Making Connections: Text-to-Self

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Lesson 2

Lesson Overview: 2.3A-C, 2.5B, 2.9B, 2.11A, Fig. 19A,B,C,D,F

Text: *The Ugly Vegetables* (Journeys, Unit 2, p. 194)

Approach: Interactive Read Aloud

Focus: Monitoring Comprehension, Character Analysis, Using Context Clues

Create: (BEFORE THE LESSON)

- **Stopping Points** – Record the following on sticky notes and place on the correct pages in the text:
 - **Pg. 197** – *Who is telling this story? How can you tell?*
 - **Pg. 201** – *What is causing the little girl to ask so many questions?*
This helps me understand she is curious.
 - **Pg. 204** – *Think about something the girl said or thought that shows she is disappointed with their garden. Turn and talk with your partner, how can you tell she is disappointed?*
 - **Pg. 207** – *Word to discuss and anchor - aroma*
 - **Pg. 210** – *When the girl says “the flavors of the soup seemed to dance in my mouth and laugh all the way down to my stomach” what does it help us to understand? What did the girl mean by that?*
 - **Pg. 216** – *At first, how did the girl feel about their garden? How did her feelings change? What caused this change?*

Create: (BEFORE THE LESSON)

- **Using Context Clues (2.5B,C, 2.11A)**

This anchor will be filled in with your students using various texts throughout the year.

Through interactive read aloud lessons, you will mainly fill in the first three columns – unfamiliar word/phrase, context clues, and we think (infer) it means. Doing so will give your students ongoing practice with standards 2.5B and 2.11A.

As you & your students encounter words that mean the same (synonyms) or opposite (antonyms) for words on the chart, you will need to add those in the last two columns on the chart. This will give students ongoing practice with standard 2.5C.

Using Context Clues				
Unfamiliar Word/Phrase	Context Clues	We Think (Infer) it Means	Synonyms	Antonyms

• Inferring Word Meaning 2.5B, C
 • Recognize that some words and phrases have literal & non-literal meanings 2.11A

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.
2. **Introduce Text:** *In The Ugly Vegetables, this little girl (point on cover) helps her mom plant a garden. We are going to pay careful attention to what the girl says, does, and thinks as we read today. Her words, actions and thoughts will help us to understand her feelings. The Ugly Vegetables is an interesting title for a story, isn't it? Let's jump in and find out why Grace Lin used this title for her story.*
3. **Read the Text:** Use stopping points to focus the lesson on character analysis & using context clues.
 - **Pg. 197** – *Who is telling this story? How can you tell?* (the young girl because she says “In the spring I helped my mother start our garden”. We can see the girl and the mother in the picture)
 - **Pg. 201** – *What is causing the little girl to ask so many questions?* (she notices their garden is not like anyone else's in the neighborhood. She may wish their garden looked like all the others).
This helps me understand she is observant and curious. (explain these terms if necessary)
 - **Pg. 204** – *Think about something the girl said or thought that shows she is disappointed with their garden. Turn and talk with your partner, how can you tell she is disappointed?* (she describes the garden as ugly, her face looks sad in the picture, she asks her mom why they didn't grow flowers, she replies “I don't think so” when her mom says their garden is better than flowers).
 - **Pg. 207** – *I'm not sure about this word aroma. Yesterday we learned that context clues, or information in the story, can help us figure out unfamiliar words and phrases* (write ‘aroma’ on anchor). *Let's read this page again and listen for context clues that might help us figure out this word* (reread page). *It says the aroma filled the air* (write ‘filled the air’ for context clues). *What does it say the neighbors were doing* (write additional context clues on chart). *What might aroma mean based on these clues? Turn and talk with your partner and then we'll share our thinking.* (smell)
 - **Pg. 210** – *When the girl says “the flavors of the soup seemed to dance in my mouth and laugh all the way down to my stomach”, what does it help us to understand? What did the girl mean by that? Let's turn and talk and take turns sharing our thinking with our partner. Remember, if you want your partner to tell you a little more say “Can you tell me more about that?”* (refer to anchor ‘How do Partners have a Conversation’)
(It helps us understand she thought the soup was delicious)
 - **Pg. 216** – *At first, how did the girl feel about their garden?* (She thought it was ugly and she was disappointed it didn't look like all the others in her neighborhood). *How did her feelings change?* (She was thankful for the delicious soup made from the vegetables in their garden). *What caused this change?* (When she tried the soup her mom made from the vegetables she understood why they planted them).
4. **Closing:** *As we read The Ugly Vegetables we thought deeply about what the young girl said, did, and thought. How did this help us to understand the story?* (we understood how the young girl was feeling and what was causing her to feel that way). *Yes, by understanding how disappointed she felt about the garden we were able to recognize that her feelings changed after she tried the soup. Do you think this girl will plant an ugly vegetable garden at her home when she grows up? Why or why not?* (Discuss)

Lesson 3

Lesson Overview: 2.3A-C, 2.9B, Fig. 19A,B,C,D,F

Text: Ira Sleeps Over (Grade level book collection, (C-scope)

Approach: Interactive Read Aloud

Focus: Monitoring Comprehension, Making Connections, Character Analysis

Response Sheet for Reader's Notebook: *Optional*

- **Making Connections: Text-to-Self**
 - One per student (two to a page)

Making Connections: Text-to-Self			
Text: Ira Sleeps Over			
<input type="checkbox"/>	What happened in the text	My connection is...	It helps me understand...
	Ira is spending the night at a friend's house for the very first time. He wants to take his teddy bear, but decides not to because his friend Reggie might make fun of him. When he finds out his friend Reggie also sleeps with a teddy bear, he feels better and brings his to Reggie's house.		
Making Connections: Text-to-Self			
Text: Ira Sleeps Over			
<input type="checkbox"/>	What happened in the text	My connection is...	It helps me understand...
	Ira is spending the night at a friend's house for the very first time. He wants to take his teddy bear, but decides not to because his friend Reggie might make fun of him. When he finds out his friend Reggie also sleeps with a teddy bear, he feels better and brings his to Reggie's house.		

Create: (BEFORE THE LESSON)

- **Stopping Points – Record the following on sticky notes and place on the correct pages in the text:**
 - **Pg. 3** – Who is telling this story? How can you tell? This reminds me of *The Ugly Vegetables* because the young girl in that was telling the story. What kind of connection have I made? This helps me to understand we need to pay careful attention to what Ira says, does, and thinks.
 - **Pg. 11** – Do you think Ira's sister brought up the teddy bear to worry him on purpose? Why or why not? Turn and talk to your partner about what you think. Remember if you want your partner to tell you more say "Can you tell me more about that?"
 - **Pg. 17** – Why is Ira asking Reggie whether he likes teddy bears? What does this help us understand about Ira?
 - **Pg. 19** – Based on Ira and Reggie's conversation, how do you think Ira is feeling here? Turn and talk with your partner.
 - **Pg. 35** – What can we predict about Ira based on what we just read?
 - **Pg. 38** – I think Reggie might be feeling a bit embarrassed about his teddy bear. What do you think? We've talked about what characters say, do and think can help us understand them. I noticed that Reggie kept saying "what?" and didn't immediately answer Ira's questions and that's what makes me think he's a bit embarrassed.
 - **Pg. 48** – What changed for Ira? What caused this change?

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected).
2. **Introduce Text:** *This story is called Ira Sleeps Over. Have you ever spent the night at a friend's house? If so, you will probably make some connections to this story. Do any of you have a special toy or stuffed animal you sleep with? Ira has a teddy bear named Tah Tah that he loves. He sleeps with it every night. Let's read to find out if he takes it with him to his first sleepover.*
3. **Read the Text:** Use stopping points to focus the lesson on character analysis & using context clues.
 - **Pg. 3** – *Who is telling this story? How can you tell? (Ira, the boy in the picture. He says "I") This reminds me of The Ugly Vegetables because the young girl in that was telling the story. What kind of connection have I made? (text-to-text) This helps me to understand we need to pay careful attention to what Ira says, does, and thinks.*
 - **Pg. 11** – *Do you think Ira's sister brought up the teddy bear to worry him on purpose? Why or why not? Turn and talk to your partner about what you think. Remember if you want your partner to tell you more say "Can you tell me more about that?" (point to anchor 'How do Partners have a Conversation')* (Yes, she keeps bringing it up – making him feel like he needs it.)
 - **Pg. 17** – *Why is Ira asking Reggie whether he likes teddy bears? (He's trying to decide whether to bring his) What does this help us understand about Ira? (He wants to bring his teddy, but is worried Reggie will make fun of him)*
 - **Pg. 19** – *Based on Ira and Reggie's conversation (reread if needed), how do you think Ira is feeling here? Turn and talk with your partner. (He is worried about feeling scared without his teddy)*
 - **Pg. 35** – *What can we predict about Ira based on what we just read? (He's scared and wishing he had his teddy bear)*
 - **Pg. 38** – *I think Reggie might be feeling a bit embarrassed about his teddy bear. What do you think? We've talked about what characters say, do and think can help us understand them. I noticed that Reggie kept saying "what?" and didn't immediately answer Ira's questions and that's what makes me think he's a bit embarrassed.*
 - **Pg. 48** – *What changed for Ira? (He's not worried about Reggie making fun of him anymore) What caused this change? (Reggie has a teddy bear too)*
4. **Closing:** *Have you ever felt like Ira before – worried that your friends will make fun of you about something? I remember reading this story when I was young and I liked it because I understood how Ira felt. My text-to-text connections when reading this story helped me understand Ira's worries and how hard the decision was for him not to bring his teddy bear with him. Do any of you have a connection you would like to share?*

*If a significant number of students raise their hands one option is to turn this question into a reading response in their Reader's Notebooks. A t-chart response example is included on the following page.

Making Connections: Text-to-Self

Text: Ira Sleeps Over

What happened in the text	My connection Is...	It helps me understand...
<p>Ira is spending the night at a friend's house for the very first time. He wants to take his teddy bear, but decides not to because his friend Reggie might make fun of him. When he finds out his friend Reggie also sleeps with a teddy bear, he feels better and brings his to Reggie's house.</p>		

Making Connections: Text-to-Self

Text: Ira Sleeps Over

What happened in the text	My connection Is...	It helps me understand...
<p>Ira is spending the night at a friend's house for the very first time. He wants to take his teddy bear, but decides not to because his friend Reggie might make fun of him. When he finds out his friend Reggie also sleeps with a teddy bear, he feels better and brings his to Reggie's house.</p>		

Lesson 4

Lesson Overview: 2.3A-C, 2.9B, Fig. 19A,B,C,D,F

Text: Luke Goes to Bat (Journeys, Unit 4, p. 48)

Approach: Interactive Read Aloud

Focus: Making Connections, Character Analysis

Create: (BEFORE THE LESSON)

- **Stopping Points – Record the following on sticky notes and place on the correct pages in the text:**
 - **Pg. 51** – *Have you ever been told you were too young to do something that you really wanted to do? Think about how it made you feel. Turn and talk to your partner and share a connection. Remember to ask your partner “Can you tell me more about that” if you want them to share a little more. Does your text-to-self connection help you understand how Luke must be feeling here? I bet he feels a bit frustrated.*
 - **Pg. 53** – *What does Luke do that helps us understand he is passionate about baseball?*
 - **Pg. 56** – *How would you describe Luke’s relationship with his brother? How can you tell?*
 - **Pg. 65** – *Is Luke actually talking to Jackie Robinson here? Let’s consider where Luke is and also take a look at the illustration. So if it isn’t real, what can we predict is happening here?*
 - **Pg. 68** – *What lesson do you think Luke has learned? Turn and talk to your partner and take turns sharing your thinking. Remember if you want your partner to give you more details say “Can you tell me more about that”.*

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected).
2. **Introduce Text:** *This is Luke (point on cover) and this story is called Luke Goes to Bat. Luke loves baseball and wants to be just like his hero, Jackie Robinson. Jackie Robinson was a real man who played for the Brooklyn Dodgers in the 1940’s. Luke’s words, actions, and thoughts will help us understand what kind of kid he is and how he’s feeling in this story. If you’ve ever loved something and wanted to be really good at it, I bet you’ll connect to Luke’s feelings!*

3. Read the Text: Use stopping points to focus the lesson on character analysis & using context clues.

- **Pg. 51** – *Have you ever been told you were too young to do something that you really wanted to do? Think about how it made you feel. Turn and talk to your partner and share a connection. Remember to ask your partner “Can you tell me more about that” if you want them to share a little more. Does your text-to-self connection help you understand how Luke must be feeling here? I bet he feels a bit frustrated.*
- **Pg. 53** – *What does Luke do that helps us understand he is passionate about baseball? (He sits and watches the neighborhood kids play, he practiced throwing, swinging and running, he sits on the roof of their apartment to listen to the crowd cheer at nearby Ebbets field where the Dodgers play)*
- **Pg. 56** – *How would you describe Luke’s relationship with his brother? How can you tell? (They are close. Luke’s brother cares about him. His brother convinces the neighborhood boys to let Luke play and shows sympathy when he doesn’t do well).*
- **Pg. 65** – *Is Luke actually talking to Jackie Robinson here? (no) Let’s consider where Luke is and also take a look at the illustration. (He is on the roof of his apartment. Jackie Robinson and the Dodgers would not be on that roof. The illustration of the Dodgers looks a bit blurry and fuzzy) So if it isn’t real, what can we predict is happening here? (Luke is imagining talking to Jackie Robinson and thinking what Jackie Robinson might say to him)*
- **Pg. 68** – *What lesson do you think Luke has learned? Turn and talk to your partner and take turns sharing your thinking. Remember if you want your partner to give you more details say “Can you tell me more about that”. (If you want to be good at something you have to practice, keep trying, and never give up)*

4. Closing: *Do you think Luke will get better at baseball? Why or why not? (Yes, on the last page it says he didn’t give up and we can see him hitting a ball in the picture). What message might the author have for us, the readers, in this story? (You can’t give up if you want to be good at something)*

Lessons 5 & 6

***You will likely need 2 days to complete the noticing lesson**

Lesson Overview: 2.3B, 2.6A, 2.9B, Fig. 19A-F

Text: Mr. Tanen's Tie Trouble, The Ugly Vegetables, Ira Sleeps Over, Luke Goes to Bat

Approach: Minilesson

Focus: Genre Noticings for Realistic Fiction

Create: (BEFORE THE LESSON)

- Realistic Fiction anchor chart

Title the anchor and create the chart (as seen on right). The information in the columns will be filled in with your students.

An example of the finished product is included after the lesson.

Realistic Fiction – A made up story that could really happen in today's world.	
<u>Noticings</u>	<u>Book Examples</u>
<u>Author's Purpose:</u>	
<u>Characters:</u>	
<u>Setting:</u>	
<u>Plot:</u>	
<u>Dialogue:</u>	
<u>Theme:</u>	

Lesson:

1. Bring students to your whole group reading area. Have the anchor chart displayed on a wall or easel next to you.
2. **Introduction:** Discuss the definition of realistic fiction texts with your students (realistic fiction is a made up story that could really happen in today's world). Explain that all realistic fiction stories have certain characteristics.

We read four examples of realistic fiction, which were Mr. Tanen's Tie Trouble, The Ugly Vegetables, Ira Sleeps Over, and Luke Goes to Bat (display the four texts). Let's think about some things these four stories have in common...

3. **Noticings & Book Examples:** * Since this is a brand new concept for students, the discussion will likely require a lot of modeling and guidance. When we get that "deer in the headlights" look from our students, that's our cue to think aloud and show (not tell) them how. Complete approximately half of the noticings chart today (possibly through setting) and the rest on the following day.
 - **Author's Purpose:**— *Author's write books for different reasons, many times to entertain us or teach us about something. What do you think the author's purpose for these four books is? (to entertain) That's right! Author's write realistic fiction stories to entertain us (record on noticings on anchor chart).*

So one example of author's purpose for realistic fiction is Ira Sleeps Over. The author entertained the reader with a story about a boy who can't decide whether to take his teddy bear to his first sleepover. (record on book examples on anchor chart)

- **Characters:**—*What is something the characters had in common in these stories? Let's think about the main characters – Mr. Tanen, the young girl in The Ugly Vegetables, Ira, and Luke. Do they seem like real people? Yes, they are like real people and may remind you of people you know. When we read realistic fiction, it's important to think about what these characters say, do, and think. (record on noticings on anchor chart)*

Let's think about the characters in Mr. Tanen's Tie Trouble. There was...(Mr. Tanen, the main character, Mr. Apple, the students, and the townspeople). (record on book examples on anchor chart)

- **Setting:** - *The setting is when and where the story takes place. Let's identify the setting in each of these stories...(Mr. Tanen's Tie Trouble – school, The Ugly Vegetables – home and neighborhood, Ira Sleeps Over – home and neighborhood, Luke Goes to Bat – home and neighborhood). Notice all of these settings seem like a real place and the setting for Luke Goes to Bat is a real place. His city of Brooklyn is in the state of New York. In realistic fiction the setting seems like a real place or may even be a real place (record on noticings on anchor chart)*

Let's use The Ugly Vegetables as our book example. Where did this story take place? (at the young girl's home and in her neighborhood). (record on book examples on anchor chart)

- **Plot:** - *The plot is what happens in the story. It includes the problem the character or characters face, the important events that happen as characters try to solve the problem, and an ending. In all of the stories we read, our main characters faced a problem.*

*What was Mr. Tanen's problem? (he didn't have enough money for a new playground for his school). What was the young girl's problem in *The Ugly Vegetables*? (she didn't understand why her family's garden didn't look like everyone else's in the neighborhood). What was Ira's problem? (he didn't know whether to take his teddy bear to a sleepover). What was Luke's problem? (He loved baseball, but wasn't very good at it).*

Are these all problems people in real life could face? (yes) Right! In realistic fiction the problem and events seem just like real life. (record on noticings on anchor chart)

*Let's use *Luke Goes to Bat* for our book example. His problem was... (Luke really loves baseball, but he's not very good at it). The important events were... (his grandmother takes him to see a Dodgers game and he sees his favorite player, Jackie Robinson, hit a homerun after missing several balls. Luke imagines Jackie Robinson telling him not to give up and so Luke doesn't.) (record on book examples on anchor chart)*

- **Dialogue:** - *This is the words that characters say to each other. It shows what characters are like and how they feel about each other. When we thought about what characters were saying, this was their dialogue. In realistic fiction, characters talk like real people. (Record on noticings on anchor chart)*

*Let's think about what the young girl says to her mom in *The Ugly Vegetables* when she sees the flowers in the neighbors' gardens... ("Why didn't we grow flowers?" I asked again. "These are better than flowers." Mommy said again.) (record on book examples on anchor chart)*

- **Theme:** - *This is the story's message to the reader. We can usually identify it through what the character or characters in the story learn. (record on noticings on anchor chart)*

*For example, what did Luke learn in *Luke Goes to Bat*? (never give up, keep trying). Yes! So the theme of the story is to never give up. (Record on book examples on anchor chart)*

4. **Closing:** *Realistic fiction is one genre, or type of book, we will read this year. It's usually easy for us to connect to, because it seems just like real life!*

Take a picture of the completed anchor you did with your students and print off four to a page using the Word Document titled Anchor Charts. Add to page 10 of the Whole Group section of the Reader's Notebook. Record on Table of Contents as Genre: Realistic Fiction.

Realistic Fiction – A made up story that could really happen in today’s world.

Noticings

Author’s Purpose: to entertain

Characters: They seem like real people and may remind you of people you know. It’s important to pay attention to what they say, do, and think.

Setting: When and where the story takes place.

Plot: What happens in the story. It includes the problem the character(s) face, the important events that happen as characters try to solve the problem, and an ending. The problem and events seem just like real life.

Dialogue: The words characters say to each other. Shows us what characters are like and how they feel about each other. The characters talk like real people.

Theme: The story’s message to the reader. We can usually identify it through what the character(s) in the story learn.

Book Examples

Author’s Purpose: (**Ira Sleeps Over**)

An entertaining story about a boy who can’t decide whether to take his teddy bear to his first sleepover.

Characters: (**Mr. Tanen’s Tie Trouble**)

- Mr. Tanen, the main character
- Mr. Apple
- Students of Lynnhurst Elementary
- Townspeople

Setting: (**The Ugly Vegetables**)

This story takes place in the young girl’s home and neighborhood.

Plot: (**Luke Goes to Bat**)

- **Problem:** Luke really loves baseball, but he’s not very good at it.
- **Important Events:**
 - His grandmother takes him to see a Dodgers game and he sees his favorite player, Jackie Robinson, hit a homerun after missing several balls.
 - Luke imagines Jackie Robinson telling him not to give up.
- **Ending:** Luke doesn’t give up.

Dialogue: (**The Ugly Vegetables**)

- “Why didn’t we grow flowers?” I asked again. “These are better than flowers.” Mommy said again.

Theme: (**Luke Goes to Bat**)

Never give up!

Block 3: Realistic Fiction

Lesson	TEKS & Objective/Product	Procedure
7	<p>TEKS: Fig. 19D,F</p> <p>Obj: We will make inferences.</p> <p>Product: I will discuss inferences with my partner , using evidence.</p>	<p>Focus: Making Inferences</p> <p>Text: N/A</p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Inference
8	<p>TEKS: 2.9B, Fig. 19D,F</p> <p>Obj: We will make inferences about text, using text evidence.</p> <p>Product: I will share my thinking with my partner.</p>	<p>Focus: Making Inferences</p> <p>Text: <u>Ira Sleeps Over</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Inference
9	<p>TEKS: 2.9B, Fig. 19D,F</p> <p>Obj: We will infer character traits, motivations, and feelings.</p> <p>Product: I will make inferences about a character based on text evidence.</p>	<p>Focus: Inferring About Characters</p> <p>Text: <u>Mr. Tanen’s Tie Trouble</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Inferring About Characters • Handout: Character Feelings & Traits
10	<p>TEKS: 2.9B, Fig. 19D</p> <p>Obj: We will infer character traits, motivations and feelings.</p> <p>Product: I will make inferences about a character based on text evidence.</p>	<p>Focus: Inferring About Characters</p> <p>Text: <u>Luke Goes to Bat</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Inferring About Characters
11 & 12	<p>TEKS: 2.9B, Fig. 19D</p> <p>Obj: We will infer character traits, motivations, and feelings</p> <p>Product: I will make inferences about a character based on text evidence.</p>	<p>Focus: Test Bridging: Inferring About Characters</p> <p>Text: <u>Mr. Tanen’s Tie Trouble</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Inferring About Characters

Block 3: Realistic Fiction

Lesson	TEKS & Objective/Product	Procedure
13	<p>TEKS: 2.3B, 2.9B, Fig. 19E</p> <p>Obj: We will retell important events in stories in logical order.</p> <p>Product: I will discuss the important events in a story.</p>	<p>Focus: Retelling</p> <p>Text: <u>Ira Sleeps Over</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Retelling in Fiction
14	<p>TEKS: 2.3B, 2.9B, Fig. 19E</p> <p>Obj: We will retell important events in stories in logical order.</p> <p>Product: I will discuss the important events in a story.</p>	<p>Focus: Retelling</p> <p>Text: <u>Luke Goes to Bat</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Retelling in Fiction
15 & 16	<p>TEKS: 2.9B, Fig. 19E</p> <p>Obj: We will retell important events in stories in logical order.</p> <p>Product: I will discuss the important events in a story.</p>	<p>Focus: Test Bridging: Sequencing</p> <p>Text: <u>Ira Sleeps Over</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Retelling in Fiction, Sequence of Events
17	<p>TEKS: 2.6A, 2.9B, Fig. 19D</p> <p>Obj: We will identify moral lessons as themes.</p> <p>Product: I will discuss moral lessons with my partner from stories we have read.</p>	<p>Focus: Theme</p> <p>Text: <u>Mr. Tanen's Tie Trouble, The Ugly Vegetables, Ira Sleeps Over, Luke Goes to Bat</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Theme & Understanding Theme
18	<p>TEKS: 2.6A, 2.9B, Fig. 19D</p> <p>Obj: We will identify moral lessons as themes.</p> <p>Product: I will discuss moral lessons with my partner from stories we have read.</p>	<p>Focus: Theme</p> <p>Text: <u>Mr. Tanen's Tie Trouble, The Ugly Vegetables, Ira Sleeps Over, Luke Goes to Bat</u></p> <p>Approach: Minilesson</p> <p>Resources/Materials:</p> <ul style="list-style-type: none"> • Anchor: Theme & Understanding Theme

Lesson 7

Lesson Overview: Fig. 19D

Text: N/A

Approach: Minilesson

Focus: Making Inferences

Anchor Chart:


- **Inference:**
 - Create the chart prior to the lesson. Information in chart will be filled in with your students.

Materials:


- **You will need an interesting shoe for this lesson.**
 - A shoe with wear and tear is best. The students will try to infer about the person to whom the shoe might belong, based on the type of shoe and evidence on the shoe.




Inference: Using Evidence to Draw a Conclusion


Evidence

+


Background Knowledge/Schema

=


Inference

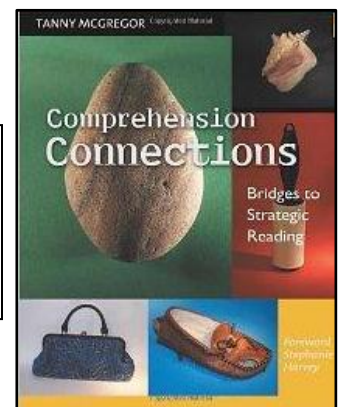
Who wears this shoe?

Evidence	+	Background Knowledge/Schema	=	Inference
	+		=	

- I infer ___ because ___
- I can conclude that ___ because ___
- I think ___ because ___
- I can tell ___ because ___

- A sample anchor is included after the lesson.

This lesson comes from Comprehension Connections by Tanny McGregor.



Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduction:

Today you are going to be a detective. I am going to show you a shoe and you are going to use what you see to collect evidence (point to magnifying glass on anchor). You are going to think about that evidence and what you already know – that’s called your schema or background knowledge (point to picture for schema on anchor). Your goal is to make an inference about the person to whom this shoe might belong (point to lightbulb on anchor). We make inferences when we use evidence and our schema to draw a conclusion (point to definition on anchor).

3. Hold up the shoe for the students to see. Let the students discuss what they notice (such as the type of shoe, what kind of shape it’s in, it’s size, etc.). Let the students pass the shoe around and touch it, look at it closely, maybe even smell it. (The students will begin to make inferences without even knowing it). Record the inferences students are making on the anchor chart as they pass around the shoe and discuss.
4. *Wow, look at all the inferences you made just from me showing you a shoe! Now, cite your evidence... If you don’t back up your inferences with evidence, then all you’ve done is guess. A good detective uses evidence and their schema, which makes their thinking better than a guess!*
5. Return one-by-one to each inference on the chart and provide evidence and schema for each. Model and share YOUR thinking as needed. Give students the opportunity to turn and talk with their partners when appropriate. (When nearly all of your students have their hands up because they have something to share, this is a perfect time to implement turn and talk. Then you can allow a few to share with the group using the stem “My partner said... or “I was thinking...”).
6. Closing:

What did you learn about making inferences today? (discuss) What makes an inference different from a guess? (inferring is based on evidence whereas guessing is not). Authors want us to infer as we read. In realistic fiction, we often make inferences about the characters. That’s what we’re going to practice as readers together for the next few days.

Inference: Using Evidence to Draw a Conclusion



Evidence



Background Knowledge/Schema



Inference

Who wears this shoe?

Evidence	+	Background Knowledge/Schema	=	Inference
<ul style="list-style-type: none"> • There is a hairball in the shoe. • Dads and grandpas wear these kinds of shoes. • These shoes are old and torn up. • They kept them even though they're torn up. • The shoe smells bad. 	+	<ul style="list-style-type: none"> • Cats and dogs have hairballs. • My dad has a pair of shoes like this. • My dad doesn't like to shop. • I have an old, torn up teddy bear that I won't get rid of. • My brother has stinky feet and his shoes smell. 	=	<ul style="list-style-type: none"> • This person owns a pet. • The person who owns this shoe is a man. • This person doesn't like to shop. • These shoes are special to this person. • This person has stinky feet.

- I infer ___ because ___
- I can conclude that ___ because ___
- I think ___ because ___
- I can tell ___ because ___

Fig. 19D

• Example Only

- If you want to reuse the chart, fill in the information with sticky notes.

Lesson 8

Lesson Overview: 2.9B, Fig. 19D,F

Text: Ira Sleeps Over

Approach: Minilesson


Focus: Making Inferences

Anchor Charts:

• **Inference:**


- **Have the following statements written in the Text Evidence Column of the anchor (you may want to use sticky notes if you want to use this chart again):**
- “But you never slept without your teddy bear before. How will you feel sleeping without your teddy bear for the very first time? Hmmmmmm?” (Ira’s sister)
- Reggie began to tell a ghost story.
- “What?” said Reggie.
“Are you scared?” (Ira)
“Just a minute,” said Reggie, “I have to get something.”
- Reggie didn’t answer any of Ira’s questions about his teddy bear the first time.

Inference: An idea the author doesn't state




Text Evidence

+



Background Knowledge/Schema

=



Inference

Text Evidence	+	Background Knowledge/Schema	=	Inference
	+		=	
	+		=	
	+		=	
	+		=	

- I infer ___ because ___
- I can conclude that ___ because ___
- I think ___ because ___
- I can tell ___ because ___

Fig. 19D

• **How do Partners have a Conversation anchor**

- During the lesson introduction you will add a new conversation stem to the anchor –
 - “I agree/disagree because...”

- A sample completed anchor for inferring is provided after the lesson for your reference.

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduction:

Yesterday we learned about making inferences. How do we make an inference? (Review lesson from yesterday). As readers, we make many important inferences as we read texts. That's what we're going to practice as readers today. When we make inferences in text, we use the text evidence and our background knowledge, or schema, to figure out something the author is trying to tell us.

Let me show you what I mean. We're going to delve a little deeper into Ira Sleeps Over today. You will have several opportunities to turn and talk with your partner and I have a new conversation stem for you to try out today. Sometimes we agree with what our partner is saying because what they said makes sense or it might even be exactly what we were thinking. In that case we can respond by saying "I agree because..." and just add to what they were already saying. Other times we aren't sure their thinking makes sense or we don't think it's right and in that case we can respond by saying "I disagree because...". So today during turn and talk try out this new conversation stem "I agree/disagree because..." (Add conversation stem to the anchor 'How do Partners have a Conversation').

3. Revisiting the Text:

- **Pg. 7** – *Ira's sister says...* (reread text on page 7 then point it out on text evidence on anchor). *I have a brother and therefore have schema about siblings. I know that siblings sometimes pick on each other* (record on BK/Schema part of anchor). *Therefore, I can infer that Ira's sister purposely brought up the teddy bear to make Ira feel worried* (record on inference part of anchor).
- **Pg. 35**– (Reread pages 34 and 35) *Reggie has told a ghost story* (point this out on text evidence on anchor). *I know that ghost stories are meant to scare you* (record on BK/Schema part of anchor). *Let's infer how Ira is feeling here. Turn and talk to your partner about how you think Ira is feeling based on the text evidence and our schema. I want you to use our new conversation stem – "I agree or disagree because..." after your partner shares their thinking* (listen in as they talk and guide their understanding and use of this new stem as needed). (Ira is feeling scared – record on inference part of anchor).
- **Pg. 36** – (Reread page 36) *I noticed Reggie didn't answer Ira's question about whether he was scared* (point to text evidence on anchor chart). *Sometimes we don't want to answer questions people ask, especially if we think we will be made fun of* (record on BK/Schema part of anchor). *I infer the ghost story scared Reggie* (record on inference part of anchor). *What do you think?* (Discuss)
- **Pg. 38** – (Reread page 38) *Reggie didn't answer any of Ira's questions about the teddy bear the first time he asked him* (point to text evidence on anchor). *I know that if someone asks me a question that makes me feel uncomfortable, it's difficult for me to answer them* (record on BK/Schema part of anchor). *What might we be able to infer about Reggie based on this text evidence and background knowledge? Turn and talk with your partner. This time after your partner talks I want you to use our new conversation stem – "I agree or disagree because..."* (listen in as they talk and guide their understanding and use of this new stem as needed). (Record inference on anchor – Reggie is worried Ira will make fun of him because he has a teddy bear).

4. **Closing:** *Today we practiced making inferences. This is a really important reading strategy that we will practice together all year. Authors want their readers to figure some things out in the text based on text evidence and our schema. It makes reading a story more interesting and taps into our reading brain power in a big way!*

Inference: An idea the author doesn't state



Text Evidence



Background Knowledge/Schema



Inference

Text: Ira Sleeps Over

Text Evidence	+	Background Knowledge/Schema	=	Inference
"But you never slept without your teddy bear before. How will you feel sleeping without your teddy bear for the very first time? Hmmmmmmm?" (Ira's sister)	+	Sometimes siblings pick on each other.	=	Ira's sister purposely brought up the teddy bear to make Ira feel worried.
Reggie began to tell a ghost story.	+	Ghost stories are meant to scare you.	=	Ira is feeling scared.
"What?" said Reggie. "Are you scared?" (Ira) "Just a minute," said Reggie, "I have to get something."	+	Sometimes we don't want to answer questions people ask, especially if we think we will be made fun of.	=	The ghost story scared Reggie.
Reggie didn't answer any of Ira's questions about his teddy bear the first time.	+	Sometimes we don't want to answer questions that make us uncomfortable.	=	Reggie is worried Ira will make fun of him because he has a teddy bear.

Take a picture of the anchor (you completed with your students) and print it off using Word Document 'Anchor Charts'.

Add to Whole Group section of Reader's Notebook - page 11. Record on Table of Contents.

- I infer ___ because ___
- I can conclude that ___ because ___
- I think ___ because ___
- I can tell ___ because ___

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you. Give students reference sheet for character feelings and traits.

2. Introduction:

We've been learning about and practicing making inferences, which is a very important reading strategy. When we read fiction we often make inferences about the characters, especially the main character. That's what we're going to practice as readers today.

Take a look at our anchor for inferring about characters. We will use text evidence to make inferences. What we pay attention to are the characters' words, meaning what they're saying; the characters' actions, meaning what they're doing; and the characters' thoughts, meaning what they're thinking (point in appropriate places on anchor while speaking).

We can use what characters say, do and think to figure out things about them. We can make inferences about their traits, which describe their personality. Look at the chart for character traits on your handout. Wow, that's a lot of words. You may not know them all and that's okay. We have a whole year of reading together to learn and discuss these traits! If I infer that a character is nice I can look down that column to find a trait that describes their personality (point down the column on your handout). For example, I think ____ (student) is a polite person because he/she always says please and thank you.

We can also make inferences about a character's motivations, which means explaining why they act or behave a certain way. I'm thinking back to when we read _____ by Kevin Henkes. Do you remember how _____ (character) acted? Why did he/she act that way? Right! Because _____.

We often make inferences about a character's feelings or emotions. Take a look at the character feelings chart on your handout. I feel eager about coming to school each day and spending my day with you!

Let's go back to one of our realistic fiction stories and practice inferring about characters. We are going to take a closer look at Mr. Tanen today in Mr. Tanen's Tie Trouble.

3. Revisiting the Text:

- **Pg. 18** – Reread page. *Mr. Tanen's words stand out to me here. He says – "Now I'm in a real pickle! This is not enough money for a playground. The kids will be so disappointed."* (place sticky note in Words box on anchor). *Based on this text evidence, let's infer how Mr. Tanen is feeling. Take a look at your Character Feelings chart for an idea or you may already have a word to describe how he's feeling.*
Turn and talk with your partner about how you infer Mr. Tanen feels. Remember to use one of the conversation stems – "Can you tell be more about that?" or "I agree/disagree because...". (Have several students share and then come to a consensus about how Mr. Tanen feels. Record on anchor chart).

- **Pg. 24-27**– (Reread pages) *What are Mr. Tanen’s actions in this part of the story – what did he do? (He auctioned off his ties). Yes, he auctioned off the ties he loved to raise money for a playground (put sticky note on Actions part of anchor). The fact that he did this tells me a lot about the kind of person he is, or his traits. Take a minute to look at the character traits chart on your handout. See if you can identify a trait that describes Mr. Tanen. Turn and talk with your partner about a trait you infer describes Mr. Tanen. Remember to use one of the conversation stems – “Can you tell me more about that?” or “I agree/disagree because...”*. (Have several students share and then come to a consensus about a trait that describes Mr. Tanen. Record on anchor chart).
 - **Pg. 28** – (Reread page) *A character’s motivation explains why a character does something or acts a certain way. Why would Mr. Tanen sell all the ties he loves? We know he’s thinking about his ties and remembering them (place sticky note on Thoughts part of anchor). Let’s infer what his motivation is for selling them...*(either have students turn and talk or discuss as a class. Come to a consensus and record on anchor chart. His motivation is his students).
4. Closing: *It’s important to understand the characters in realistic fiction. Author’s want us to think carefully about characters’ words, actions, and thoughts in their stories, especially the main character(s). Paying attention to what characters say, do, and think helps us to infer their traits, motivations, and feelings.*

Inferring About Characters

Text: Mr. Tanen's Tie Trouble

Character: Mr. Tanen	Words: What are they saying?	Actions: What are they doing?	Thoughts: What are they thinking?
Text Evidence	"Now I'm in a real pickle! This is not enough money for a playground. The kids will be so disappointed."	Mr. Tanen auctioned off the ties he loved to raise money for a playground.	But sometimes Mr. Tanen would forget his closet was empty. He would open it to get a tie, and with a tinge of sadness, he would remember. He only had one tie- and he was wearing it. Then he'd look outside at the playground being built. "you have to give to get," he thought.
↓	↓	↓	↓
Inferences	Mr. Tanen is feeling worried. (feeling)	He is a thoughtful person. (trait)	Mr. Tanen cares about his students so much that he was willing to give up the ties he loves for them. (motivation)

What can we infer about a character?

Traits: Describes a character's personality (such as honest, adventurous, curious, grumpy)

Motivations: Explains why the character acts or behaves a certain way.

Feelings: What are the character's emotions? (such as sad, angry, excited, confused)

Take a picture of the anchor (you completed with your students) and print it off using Word Document 'Anchor Charts'.

Add to Whole Group section of Reader's Notebook - page 14. Record on Table of Contents.

Character Feelings

What are my character's emotions?

alarmed	embarrassed	nosy
amazed	excited	proud
angry	fascinated	rejected
annoyed	frightened	rebellious
anxious	frustrated	satisfied
bitter	gloomy	scared
brave	guilty	sensitive
calm	happy	shy
certain	hesitant	terrible
confident	joyful	thrilled
curious	loving	timid
delighted	lonely	uneasy
disappointed	miserable	worried
eager	nervous	worthless

Character Traits

How is my character as a person?

nice	mean	Sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

Lesson 10

Lesson Overview: 2.9B, Fig. 19D

Text: Luke Goes to Bat

Approach: Minilesson

Focus: Making Inferences about Characters

Anchor Chart: Inferring About Characters (review from previous lesson)

- **Inferring About Characters**

- Print out the chart at the end of this lesson (one chart per student).

Have students glue this chart in the Reading Response section of their Reader's Notebook on the next available page.

Inferring About Characters

Text: Luke Goes to Bat

Character: Luke	Words: What are they saying?	Actions: What are they doing?	Thoughts: What are they thinking?
Text Evidence	"You stink," Luke heard. He got up to bat one more time but struck out again. "Sometimes it just goes that way," his brother told him (pg. 56).	So Luke watched the games from the curb, and then he'd practice. He threw a ball against the wall next to the deli. He practiced his swing over and over again. He ran as fast as he could up and down the block. (pg. 51)	Luke hurried up to the roof, where he could see the lights of Ebbets Field. When he heard the crowd go wild, he imagined his favorite player, Jackie Robinson, had hit a home run. Someday, Luke thought, I will hit a home run, too. (pg. 53)
↓	↓	↓	↓
Inferences	Luke is feeling _____ (feeling)	Luke is _____ (trait)	What motivates Luke to practice? (motivation)

What can we infer about a character?

Traits: Describes a character's personality (such as honest, adventurous, curious, grumpy)

Motivations: Explains why the character acts or behaves a certain way.

Feelings: What are the character's emotions? (such as sad, angry, excited, confused)

Fig. 19D
2.9B

- **Character Feelings and Traits:**

- Students will use these as a reference as they work with a partner.
 - Reader's Notebook, Whole Group pages 12 and 13

Character Feelings

What are my character's emotions?

alarmed	embarrassed	nosy
amazed	excited	proud
angry	fascinated	rejected
annoyed	frightened	rebellious
anxious	frustrated	satisfied
bitter	gloomy	scared
brave	guilty	sensitive
calm	happy	shy
certain	hesitant	terrible
confident	joyful	thrilled
curious	loving	timid
delighted	lonely	uneasy
disappointed	miserable	worried
eager	nervous	worthless

Character Traits

How is my character as a person?

nic	mean	sad	positive	negative
bright	angry	apathetic	cooperative	uncooperative
cheerful	mean	confident	likeable	unlikeable
caring	cruel	depressed	dependable	undependable
charming	dark	down	fair	unfair
considerate	disrespectful	frustrated	honest	dishonest
delightful	evil	glumpy	humble	conceited
encouraging	harsh	glib	humble	conceited
friendly	hostile	heartbroken	humble	conceited
kind	impulsive	heavy-hearted	honest	dishonest
skilful	negative	hopeless	responsible	irresponsible
loving	pragmatic	isolated	trustworthy	untrustworthy
peaceful	rude	lonely	confident	nervous
pleasant	selfish	nauseous	assertive	timid
polite	spoiled	mischievous	brave	concerned
respectful	thoughtless	needy	careful	fearful
sensitive	snoring	sorrowful	careless	careless
sweet	unfriendly	unhappy	fearless	uncertain
thoughtful	unpleasant	withdrawn	independent	needy
Does a lot	Does very little		like	dislike
active	bored/tiring		Opposites	
ambitious	dull		calm	agitated
ambitious	indifferent		funny	serious
bold	lax		gentle	rough
busy	helpful		generous	selfish
energetic	sluggish		shy	bold
hard-working	uninterested		quiet	loud

- Students will need a copy of the story, their Reader's Notebook, and the Inferring About Characters chart for this partnered activity.

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduction:

Yesterday we made inferences about Mr. Tanen based on his words, actions and thoughts (review anchor from previous lesson). Good readers infer characters' traits, feelings and motivations as they read (review what traits, feelings and motivations are). Today you will practice this important strategy with a partner using the realistic fiction story Luke Goes to Bat. I am going to give you an Inferring about Characters chart with text evidence from the story. You and your partner will use this text evidence to make some inferences about Luke. While you are having a conversation with your partner and responding on your chart, I will be coming around to share in your thinking and help you as needed.

3. Revisiting the Text:

- **Pg. 51** – Partners will discuss Luke's actions from this part of the story. What is he doing and why? What does this tell us about the kind of person he is? They are to infer a trait. Possible answers – Luke is... active, hard-working, determined, sure, energetic, perseverant.
- **Pg. 53** – Partners will discuss Luke's thoughts as he imagines the game at Ebbets Field. What motivates him to practice? What drives his passion for baseball? He's motivated by his favorite player, Jackie Robinson.
- **Pg. 56** – Partners will discuss what was said after Luke played stickball with the neighborhood boys. How can we infer Luke is feeling here? Possible answers – Luke is feeling... sad, hurt, disappointed, embarrassed, frustrated, gloomy, miserable, rejected, terrible, worthless.

4. Closing: Bring students back to the carpet with their Reader's Notebook. Discuss responses/inferences the students made about Luke based on the text evidence provided. Give students the opportunity to change/revise their thinking and responses based on the class discussion.

Inferring About Characters

Text: Luke Goes to Bat

Character: Luke	Words: What are they saying?	Actions: What are they doing?	Thoughts: What are they thinking?
Text Evidence	"You stink," Luke heard. He got up to bat one more time but struck out again. "Sometimes it just goes that way," his brother told him (pg. 56).	So Luke watched the games from the curb, and then he'd practice. He threw a ball against the wall next to the deli. He practiced his swing over and over again. He ran as fast as he could up and down the block. (pg. 51)	Luke hurried up to the roof, where he could see the lights of Ebbets Field. When he heard the crowd go wild, he imagined his favorite player, Jackie Robinson, had hit a home run. Someday, Luke thought, I will hit a home run, too. (pg. 53)
↓	↓	↓	↓
Inferences	Luke is feeling _____. (feeling)	Luke is _____. (trait)	What motivates Luke to practice ? (motivation)

What can we infer about a character?

Traits: Describes a character's personality (such as honest, adventurous, curious, grumpy)

Motivations: Explains why the character acts or behaves a certain way.

Feelings: What are the character's emotions? (such as sad, angry, excited, confused)

Fig. 19D
2.9B

Inferring About Characters

Text: Luke Goes to Bat

Character: Luke	Words: What are they saying?	Actions: What are they doing?	Thoughts: What are they thinking?
Text Evidence	"You stink," Luke heard. He got up to bat one more time but struck out again. "Sometimes it just goes that way," his brother told him (pg. 56).	So Luke watched the games from the curb, and then he'd practice. He threw a ball against the wall next to the deli. He practiced his swing over and over again. He ran as fast as he could up and down the block. (pg. 51)	Luke hurried up to the roof, where he could see the lights of Ebbets Field. When he heard the crowd go wild, he imagined his favorite player, Jackie Robinson, had hit a home run. Someday, Luke thought, I will hit a home run, too. (pg. 53)
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Inferences	Luke is feeling _____. (feeling)	Luke is _____. (trait)	What motivates Luke to practice ? (motivation)

What can we infer about a character?

Traits: Describes a character's personality (such as honest, adventurous, curious, grumpy)

Motivations: Explains why the character acts or behaves a certain way.

Feelings: What are the character's emotions? (such as sad, angry, excited, confused)

Fig. 19D
2.9B

Independent Practice

* The next two tasks should not be completed during whole group reading time. It's important for your students to have many opportunities to practice making inferences in text throughout the year. These activities can be completed by the students during independent reading and/or center time. The first one is a partnered activity and the second should be completed independently.

Task Overview: 2.3A, 2.3B, 2.9B, Fig. 19D

Text: The Ugly Vegetables

Approach: Partnered Activity during independent reading and/or centers

Focus: Making Inferences about Characters

Handouts:

- **Inferring About Characters**
 - Print out the chart at the end of this lesson (one chart per student).

Have students glue this chart in the Reading Response section of their Reader's Notebook on the next available page.

Inferring About Characters

Text: The Ugly Vegetables

Character: Main Character The Young Girl	Words: What are they saying?	Actions: What are they doing?	Thoughts: What are they thinking?
Text Evidence	"Why didn't we grow flowers?" I asked again. "These are better than flowers," Mommy said again. I looked, but saw only black-purple-green vines, fuzzy wrinkled leaves, prickly stems, and a few little yellow flowers. "I don't think so," I said. (pg. 204).	In the spring I helped my mother start our garden. We used tall shovels to turn the grass upside down, and saw pink worms wriggle around. It was hard work. (pg. 197)	Before long, our vegetables grew. Some were big and lumpy. Some were thick and green covered with bumps. Some were just plain icky yellow. They were ugly vegetables. Sometimes I would go over to the neighbors' and look at their pretty gardens. (pg. 205)
↓	↓	↓	↓
Inferences	The young girl is feeling _____. (feeling)	The young girl is _____. (trait)	What is causing the young girl to feel sad about their garden? (motivation)

What can we infer about a character?

Traits: Describes a character's personality (such as honest, adventurous, curious, grumpy)

Motivations: Explains why the character acts or behaves a certain way.

Feelings: What are the character's emotions? (such as sad, angry, excited, confused)

Fig. 19D
2.3B

- **Character Feelings and Traits:**

- **Students will use these as a reference as they work with a partner.**
 - **Reader’s Notebook, Whole Group pages 12 and 13**

Character Feelings			Character Traits			
What are my character's emotions?			How is my character as a person?			
alarmed	embarrassed	nosy	altruistic	ambitious	arrogant	brave
amazed	excited	proud	careless	compassionate	conscientious	calm
angry	fascinated	rejected	cheerful	confident	compassionate	charming
annoyed	frightened	rebellious	clumsy	compassionate	conscientious	charming
anxious	frustrated	satisfied	compassionate	compassionate	conscientious	charming
bitter	gloomy	scared	compassionate	compassionate	conscientious	charming
brave	guilty	sensitive	compassionate	compassionate	conscientious	charming
calm	happy	shy	compassionate	compassionate	conscientious	charming
certain	hesitant	terrible	compassionate	compassionate	conscientious	charming
confident	joyful	thrilled	compassionate	compassionate	conscientious	charming
curious	loving	timid	compassionate	compassionate	conscientious	charming
delighted	lonely	uneasy	compassionate	compassionate	conscientious	charming
disappointed	miserable	worried	compassionate	compassionate	conscientious	charming
eager	nervous	worthless	compassionate	compassionate	conscientious	charming

- **Students will need a copy of the story, their Reader’s Notebook, and the Inferring About Characters chart for this partnered activity.**

Lesson:

- **Pg. 197** – Partners will discuss the young girl’s actions from this part of the story. What does this tell us about the kind of person she is? They are to infer a trait. Possible answers – The young girl is... active, hard-working, busy, dependable, responsible.
- **Pg. 204** – Partners will discuss the young girl’s words as she speaks with her mother about their garden. How can we infer the young girl is feeling? Possible answers – The young girl feels... sad, disappointed, worried.
- **Pg. 205**– Partners will discuss the young girl’s thoughts about their garden. What motivates/causes her to feel that their garden is ugly? Possible answer – She keeps comparing their garden to the neighbors’ gardens, which have pretty flowers.

Inferring About Characters

Text: The Ugly Vegetables

Character: Main Character The Young Girl	Words: What are they saying?	Actions: What are they doing?	Thoughts: What are they thinking?
Text Evidence	"Why didn't we grow flowers?" I asked again. "These are better than flowers," Mommy said again. I looked, but saw only black-purple-green vines, fuzzy wrinkled leaves, prickly stems, and a few little yellow flowers. "I don't think so," I said. (pg. 204).	In the spring I helped my mother start our garden. We used tall shovels to turn the grass upside down, and saw pink worms wriggle around. It was hard work. (pg. 197)	Before long, our vegetables grew. Some were big and lumpy. Some were thick and green covered with bumps. Some were just plain icky yellow. They were ugly vegetables. Sometimes I would go over to the neighbors' and look at their pretty gardens. (pg. 205)
↓	↓	↓	↓
Inferences	The young girl is feeling _____. (feeling)	The young girl is _____. (trait)	What is causing the young girl to feel sad about their garden? (motivation)

What can we infer about a character?

Traits: Describes a character's personality (such as honest, adventurous, curious, grumpy)

Motivations: Explains why the character acts or behaves a certain way.

Feelings: What are the character's emotions? (such as sad, angry, excited, confused)

Fig. 19D

Inferring About Characters

Text: The Ugly Vegetables

Character: Main Character The Young Girl	Words: What are they saying?	Actions: What are they doing?	Thoughts: What are they thinking?
Text Evidence	"Why didn't we grow flowers?" I asked again. "These are better than flowers," Mommy said again. I looked, but saw only black-purple-green vines, fuzzy wrinkled leaves, prickly stems, and a few little yellow flowers. "I don't think so," I said. (pg. 204).	In the spring I helped my mother start our garden. We used tall shovels to turn the grass upside down, and saw pink worms wriggle around. It was hard work. (pg. 197)	Before long, our vegetables grew. Some were big and lumpy. Some were thick and green covered with bumps. Some were just plain icky yellow. They were ugly vegetables. Sometimes I would go over to the neighbors' and look at their pretty gardens. (pg. 205)
↓	↓	↓	↓
Inferences	The young girl is feeling _____. (feeling)	The young girl is _____. (trait)	What is causing the young girl to feel sad about their garden? (motivation)

What can we infer about a character?

Traits: Describes a character's personality (such as honest, adventurous, curious, grumpy)

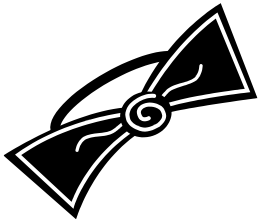
Motivations: Explains why the character acts or behaves a certain way.

Feelings: What are the character's emotions? (such as sad, angry, excited, confused)

Fig. 19D

7-68

- **Students will need a copy of the story, their Reader’s Notebook, and the Inferring About Characters chart for this activity.**
 - **Par. 1** – Students will infer a trait that describes Alyssa based on the text evidence. Possible answers – Alyssa is...friendly, likable, pleasant, nice.
 - **Par. 10** – Students will infer why Alyssa keeps her head down as she is walking into school.
 - **Par. 12**– Students will infer how Alyssa is feeling based on the text evidence. Possible answers – Alyssa is feeling...confident, delighted, eager, excited, joyful.



Alyssa Wears a Bow Tie



- (1) Alyssa is excited for her first day of school. Summer was fun, but she always likes it when school starts again in September. There will probably be new kids in her class. Alyssa likes making new friends.
- (2) Alyssa thinks a lot about what she wants to wear on the first day of school. Her mom and dad say first impressions are important, so Alyssa wants to look nice.
- (3) Alyssa and her mom go to the store to get her new clothes. They walk past the boys' section. Alyssa sees a bow tie. It has blue and pink stripes, and ties around the neck. Alyssa likes it. No, she loves it!
- (4) "Mom, may I have that?" Alyssa says, pointing to the bow tie. "But that's for boys," Alyssa's mom says. "Why?" Alyssa asks. "It's a bow. And it's pretty." "Well..." Alyssa's mom says. She is thinking. Alyssa crosses her fingers. "O.K., I guess we can get it." Alyssa jumps up and down in excitement. "Yay!"
- (5) They pick up the bow tie. Alyssa and her mom also pick out a white dress with a collar with buttons down the front. It's sort of like a boy's shirt, but a dress. Alyssa thinks it will look cool with the bow tie.
- (6) On the morning of the first day of school, Alyssa is very, very excited. She hardly eats any of her breakfast, even though her dad made waffles. Her dad shows her how to tie the bow tie. It's harder than tying your shoe!

(7) Alyssa's dad walks her to the bus stop. When they get there, Alyssa's friend Amy is waiting there already with her mom. "Hi, Amy!" Alyssa says. She's happy to see her friend. "Is that your dad's?" Amy says, pointing to Alyssa's new bow tie. "Um, no," Alyssa says. "It's mine!"

(8) "But bow ties are for boys!" Amy says. Alyssa is embarrassed. That is what her mom said, too! Maybe she shouldn't wear the bow tie. But she also doesn't want to take it off in front of her dad. So she just shrugs and says nothing.

(9) The bus comes, and Alyssa and Amy get on. They sit together. Another classmate Tommy gets on at the next stop. "Bow ties are for boys!" Tommy says. "Don't you know that?" "Yes," Alyssa mumbles. Now she is really embarrassed. All the new kids will think she's dumb for wearing a bow tie. She will ask the teacher when she gets to school to help her take it off.

(10) When they get to school, Alyssa and Amy walk across the parking lot toward the front doors. Alyssa has her head down. Suddenly, Alyssa hears, "A bow tie! That's so cool." Alyssa looks up, and sees a 7th grader looking at her. "What?" Alyssa says. "I like your bow tie!" the older girl says. "It is very cool. You must be very creative."

(12) Alyssa doesn't feel embarrassed anymore. She likes being creative. She can't wait to show her bow tie to her art teacher. When one of her classmates says, "Bow ties are for boys," Alyssa says, "Bow ties are for everyone. Especially if you are creative, like me!"

Inferring About Characters

Text: Alyssa Wears a Bow Tie

Character: Alyssa	Words: What are they saying?	Actions: What are they doing?	Thoughts: What are they thinking?
Text Evidence	When one of her classmates says, "Bow ties are for boys," Alyssa says, "Bow ties are for everyone. Especially if you are creative, like me!" (par.12)	When they get to school, Alyssa and Amy walk across the parking lot toward the front doors. Alyssa has her head down. (par. 10)	Alyssa is excited for her first day of school. Summer was fun, but she always likes it when school starts again in September. There will probably be new kids in her class. Alyssa likes making new friends. (par. 1)
↓	↓	↓	↓
Inferences	Alyssa is feeling _____.	Alyssa has her head down because... _____.	Alyssa is _____.
	(feeling)	(motivation)	(trait)

What can we infer about a character?

Traits: Describes a character's personality (such as honest, adventurous, curious, grumpy)

Motivations: Explains why the character acts or behaves a certain way.

Feelings: What are the character's emotions? (such as sad, angry, excited, confused)

Inferring About Characters

Text: Alyssa Wears a Bow Tie

Character: Alyssa	Words: What are they saying?	Actions: What are they doing?	Thoughts: What are they thinking?
Text Evidence	When one of her classmates says, "Bow ties are for boys," Alyssa says, "Bow ties are for everyone. Especially if you are creative, like me!" (par.12)	When they get to school, Alyssa and Amy walk across the parking lot toward the front doors. Alyssa has her head down. (par. 10)	Alyssa is excited for her first day of school. Summer was fun, but she always likes it when school starts again in September. There will probably be new kids in her class. Alyssa likes making new friends. (par. 1)
↓	↓	↓	↓
Inferences	Alyssa is feeling _____.	Alyssa has her head down because... _____.	Alyssa is _____.
	(feeling)	(motivation)	(trait)

What can we infer about a character?

Traits: Describes a character's personality (such as honest, adventurous, curious, grumpy)

Motivations: Explains why the character acts or behaves a certain way.

Feelings: What are the character's emotions? (such as sad, angry, excited, confused)

Lessons 11 & 12

***You will likely need 2 days to complete the bridging lesson**

Test Bridging: Inferring About Characters

Lesson Overview: 2.9B, Fig. 19D

Text: Mr. Tanen's Tie Trouble

Approach: Minilesson

(BEFORE THE LESSON)

- Create the anchor (on the left) on sentence strips or on a half sheet of chart paper. Display it next to your Inferring about Characters anchor (on right). You may want to attach the bridging stems underneath the Inferring About Characters anchor. (Larger copies of both bridging anchors provided at the end of the lesson).

Bridging
2.9B, Fig. 19D

- Which sentence best explains why...
(character's actions)

- What can the reader conclude about _____?
(character)

- Which sentence shows that _____ is _____?
(character) (feeling)

- Why does _____?
(character) (action)

Inferring About Characters

Text: Mr. Tanen's Tie Trouble

Character: Mr. Tanen	Words: What are they saying?	Actions: What are they doing?	Thoughts: What are they thinking?
Text Evidence	"Now I'm in a real pickle! This is not enough money for a playground. The kids will be so disappointed."	Mr. Tanen auctioned off the ties he loved to raise money for a playground.	But sometimes Mr. Tanen would forget his closet was empty. He would open it to get a tie, and with a tinge of sadness, he would remember. He only had one tie—and he was wearing it. Then he'd look outside at the playground being built. "You have to give to get," he thought.
↓	↓	↓	↓
Inferences	Mr. Tanen is feeling worried. (feeling)	He is a thoughtful person. (trait)	Mr. Tanen cares about his students so much that he was willing to give up the ties he loves for them. (motivation)

What can we infer about a character?

Traits: Describes a character's personality (such as honest, adventurous, curious, grumpy)

Motivations: Explains why the character acts or behaves a certain way.

Feelings: What are the character's emotions? (such as sad, angry, excited, confused)

Fig. 19D
2.9B

- Create this on chart paper and/or display it directly on your Smartboard or through your document camera.

If you create this on chart paper, fold the bottom up and uncover small portions at a time as you go through the lesson.

If you choose to project the page(s) on the Smartboard, use the shade feature as a cover. 2nd graders are new to the testing genre and the way in which assessments are formatted. Seeing this all at once may be visually overwhelming and distract from the lesson.

Bridging: Mr. Tanen's Tie Trouble
Inferring About Characters

1. Which sentence best explains why Mr. Tanen auctioned off his ties?
 - A. Mr. Tanen loves being the principal of the Lynnhurst School.
 - B. Mr. Apple told him that because many things at the school had to be fixed, there wasn't enough money left for a new playground.
 - C. He jumped up, opened his closet, and shouted, "That's it! My ties!"

2. What can the reader conclude about Mr. Tanen?
 - A. He cares about his students more than his ties.
 - B. He was angry about having to sell his ties.
 - C. He knew the townspeople would return his ties to him.

3. Which sentence shows that Mr. Tanen is feeling worried?
 - A. When Mr. Tanen returned from winter vacation, he received a call from Mr. Apple at the School department.
 - B. Mr. Tanen and his ties were together again!
 - C. He sighed. "Now I'm in a real pickle! This is not enough money for a playground."

4. Why do the townspeople pay so much money for Mr. Tanen's ties?
 - A. Mr. Tanen asked the townspeople to pay a lot of money for them.
 - B. The townspeople knew Mr. Tanen was selling his ties to pay for the playground.
 - C. Mr. Apple told the townspeople to buy Mr. Tanen's ties.

Lesson:

1. Bring students to your whole group reading area. Have the Inferring About Characters anchor chart and the bridging stems displayed on a wall or easel next to you. Have your bridging for Mr. Tanen's Tie Troubles ready to display during the lesson.

2. Introduction:

We have been learning how to infer characters' traits, feelings, and motivations in realistic fiction based on what the characters say, do, and think (refer to anchor as you discuss). When you take a reading test, the test makers have certain language they use when they write a test question. Sometimes the way a question is worded can be confusing! Today I want to show you what test questions might look like for inferring about characters. We will discuss each question and clarify any words or phrases that might be confusing. I will help you learn how to think through a question, carefully read the answer choices, and select the answer that is supported by the text.

* You must explicitly make the connection between the skills they have learned in class and what the test question is asking the reader to do.

3. Point to the first bridging stem (Which sentence best explains why...(character's actions)). *When we are inferring about characters, a test question might look like this – Which sentence best explains why... In this type of question, we are asked to figure out why a character did something. This is about the character's actions. Let's look at a sample test question from Mr. Tanen's Tie trouble that looks like this (Display question #1 for Mr. Tanen's Tie Trouble. *Start by only showing them the question. Keep the answer choices covered up).*

This question says – Which sentence best explains why Mr. Tanen auctioned off his ties. This means I'm looking for the reason he gave up the ties he loved. Let's look back at the first part of this story and discuss why he decided to sell his ties. (Model looking back in the story and think aloud for your students – “Mr. Apple called and told Mr. Tanen there wasn't enough money for a new playground for the school. Mr. Tanen thought about how he could solve this problem and came up with the idea to sell his ties.”).

Now I'm ready to look at the answer choices for this sample test question (uncover the three answer choices and read them aloud to your students). I noticed that the words on these answer choices are slanted. Can you see that? This type of print is called italics and when we see this on a test, it means they pulled exact sentences from the story for us to think about. Let's decide which sentence best explains why Mr. Tanen auctioned off his ties.

Answer choice A says Mr. Tanen loved being the principal of Lynnhurst school. I remember reading that at the very beginning of the story. Does this explain why he sold his ties? (Discuss) It helps me understand that he loves his job, but not why he sold his ties.

Answer choice B says Mr. Apple told him that because many things at the school had to be fixed, there wasn't enough money left for a new playground. Does this explain why he sold his ties? (Discuss) I know that Mr. Tanen loved his ties, but he sold them to raise the money needed to build the new playground. I think this answer choice explains why Mr. Tanen auctioned off his ties. I'm still going to check answer choice C, because I want to make sure I select the best answer.

Answer choice C says he jumped up, opened his closet and shouted, “That’s it! My ties!”. Does this explain why Mr. Tanen sold his ties? (Discuss) This part shows when he made the decision to sell his ties, but it doesn’t explain why he did it. I think answer choice B is the best answer (circle answer choice B).

Let’s talk about what we did to answer this sample test question (Discuss – read the question and think about what it’s asking, look back in the text and come up with an answer to the question, read each answer choice, think carefully about each answer choice and decide on the best answer, circle the letter of the best answer).

4. Continue using this same process until you have bridged each question. Save time during lesson 12 for students to complete the independent practice (or they can do this during independent reading time).

5. **Independent Practice:** Students will complete the bridging practice...

- Use the data from this practice assessment to make informed decisions about individual student’s needs.
- Be sure to allow students to have access to the text when they are taking the bridging practice assessment.

Answers:

- Mr. Tanen’s Tie Trouble: (Whole Group Lesson)
 1. B
 2. A
 3. C
 4. B
- Luke Goes to Bat: (Independent Practice)
 1. C
 2. B
 3. C
 4. A

Bridging: Inferring about Characters

2.9B, Fig. 19D

- Which sentence best explains why...
(character's actions)
- What can the reader conclude about _____?
(character)
- Which sentence shows that _____ is _____?
(character) (feeling)
- Why does _____ _____?
(character) (action)

Bridging: Mr. Tanen's Tie Trouble

Inferring About Characters

1. Which sentence best explains why Mr. Tanen auctioned off his ties?

- *Mr. Tanen loves being the principal of the Lynnhurst School.*
- *Mr. Apple told him that because many things at the school had to be fixed, there wasn't enough money left for a new playground.*
- *He jumped up, opened his closet, and shouted, "That's IT! My ties!"*

2. What can the reader conclude about Mr. Tanen?

- A. He cares about his students more than his ties.
- B. He was angry about having to sell his ties.
- C. He knew the townspeople would return his ties to him.

3. Which sentence shows that Mr. Tanen is feeling worried?

- A. *When Mr. Tanen returned from winter vacation, he received a call from Mr. Apple at the School department.*
- B. *Mr. Tanen and his ties were together again!*
- C. *He sighed. "Now I'm in a real pickle! This is not enough money for a playground."*

4. Why do the townspeople pay so much money for Mr. Tanen's ties?

- A. Mr. Tanen asked the townspeople to pay a lot of money for them.**
- B. The townspeople knew Mr. Tanen was selling his ties to pay for the playground.**
- C. Mr. Apple told the townspeople to buy Mr. Tanen's ties.**

Name:

Independent Practice: Luke Goes to Bat

Inferring About Characters

1. Which sentence best explains why Luke practiced for baseball?

- A. *It was summer.*
- B. *He practiced his swing over and over again.*
- C. *He wanted to be ready when it was time.*

2. What can the reader conclude about Luke?

- A. He doesn't get along with his brother.
- B. He is willing to work hard to get better at baseball.
- C. He gives up on things too quickly.

3. Which sentence shows that Luke is upset?

- A. *Franky came back in the afternoon, so Luke spent the rest of the day on the curb.*
- B. *Luke was barely in position when the next ball flew past and the catcher yelled, "Out!"*
- C. *Grandma could tell that the game hadn't gone well.*

4. Why don't the neighborhood kids usually let Luke play?

- A. They think he's too little.
- B. They don't think he's good at baseball.
- C. Luke is never around when they're playing.

Lesson 13

Lesson Overview: 2.3B, 2.9B, Fig. 19E



Text: *Ira Sleeps Over*

Approach: Minilesson



Focus: Retelling in Fiction

Anchor Chart:

- **Retelling in Fiction:**
 - Title the anchor and create the chart and bulleted notes underneath.
 - Leave the columns blank. The story information will be filled in with your students during the lesson.



Retelling in Fiction



Text:	Characters	Setting	Plot: Important Events

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)

- A sample completed anchor for retelling is provided after the lesson for your reference. You may want to record the information on sticky notes, so the chart can be used again.

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.

2. Introduction:

When we read ___(title) and ___(title) by Kevin Henkes, we thought deeply about the characters, settings, and plots of those stories as we read. We practiced retelling those stories by writing the important events in the plot down, which helps us to understand and connect with what we're reading. Today we are going to retell the important events in Ira sleeps over (refer to anchor). The plot of a story includes the problem, the important events that happen as characters try to solve the problem, and the solution, or ending.

3. Revisiting the Text:

- *Let's start by recording the characters and setting(s) in this realistic fiction story. (Have students contribute to the discussion as you record the title, characters, and setting(s) on the anchor chart). You may want to record the information on sticky notes so the chart can be used again.*
- *When we retell a story, it's important to start by identifying the problem. Think about what the problem was in this story and which character or characters faced that problem. Turn and talk to your partner about the problem in this story. Remember to use the conversation stems – "Can you tell me more about that?" or "I agree/disagree because..." as you discuss with your partner. (Identify the problem as a class and record under Plot on anchor chart.)*
- *Now we have to identify the important story events that happened as Ira tried to solve his problem. (Model by paraphrasing pages 7 through 15 as you look back through the story with your students). What I notice here is that Ira's sister keeps bringing up the teddy bear to worry him and says Reggie will laugh at him if he takes it. Do you agree? (Record event on anchor chart)*
- *Let's see what happened after that...(model by looking back through pages 16-21). What is Ira trying to do to solve his problem in this part of the story? (discuss) Yes, he's trying to find out what Reggie thinks of teddy bears, but Reggie never answers him as he excitedly talks about the sleepover. (Record event on anchor chart)*
- *(Model looking back over pages 21-25 and discuss what happened with students.) Ira decides to take his bear until his sister says that Reggie will make fun of the bear's name.*
- *(Model looking back at pages 26-33 and discuss what happened with students). In this part of the story Ira goes to Reggie's house and they play, don't they? Are any of these events important to Ira solving his problem? No, they're just interesting details about what the boys did together. We do not need to include these kinds of events in our retelling.*
- *(Model looking back at pages 34-38 and discuss what happened with students) I know this part is important because this key event in the story is what solved Ira's problem. (Discuss and record on anchor chart).*
- *(Model looking back through the end of the story and discuss) How did this story end? What was the solution? (Discuss and record on anchor chart)*

4. Closing: *Today we practiced retelling a story. It's important to keep track of the characters, setting, and plot, or important story events, as you read realistic fiction.*

Take a picture of completed anchor and print off using Word document titled Anchor Charts. Glue onto page 15 in the Whole Group section of the Reader's Notebook. Record on Table of Contents.



Retelling in Fiction



Text:	Characters	Setting	Plot: Important Events
<p><u>Ira Sleeps Over</u></p>	<ul style="list-style-type: none"> • Ira • Ira's sister • Ira's parents • Reggie • Reggie's dad 	<ul style="list-style-type: none"> • Ira's home • Ira's neighborhood • Reggie's home 	<ul style="list-style-type: none"> • Ira is excited to be sleeping over at his friend Reggie's house for the first time, but he's worried about whether to take his teddy bear. • Ira's sister brings up the teddy bear to worry Ira and says Reggie will laugh at him if he takes it. • Ira tries to find out what Reggie thinks of teddy bears, but Reggie never answers him as he excitedly talks about the sleepover. • Ira decides to take the bear until his sister mentions that Reggie will make fun of the bear's name. • During the sleepover, the boys get scared when Reggie tells a ghost story, so Reggie gets his teddy bear out to sleep with. • Ira feels better when he discovers his friend has a teddy bear and returns home to get his own.

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)

Lesson 14

Lesson Overview: 2.3B, 2.9B, Fig. 19E



Text: Luke Goes to Bat

Approach: Minilesson



Focus: Retelling in Fiction

Anchor Chart:

- **Retelling in Fiction:**
 - Title the anchor and create the chart and bulleted notes underneath.
 - Leave the columns blank. The story information will be filled in with your students during the lesson.



Retelling in Fiction



Text:	Characters	Setting	Plot: Important Events

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)

- A sample completed anchor for retelling is provided after the lesson for your reference.

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor chart displayed on a wall or easel next to you.
2. Introduction:

Today we are going to retell the important events in Luke Goes to Bat (refer to anchor). The plot of a story includes the problem, the important events that happen as characters try to solve the problem, and the solution, or ending.

3. Revisiting the Text:

- *Let's start by recording the characters and setting(s) in this realistic fiction story. (Have students contribute to the discussion as you record the title, characters, and setting(s) on the anchor chart). You may want to record the information on sticky notes so the chart can be used again.*
- *When we retell a story, it's important to start by identifying the problem. Think about what the problem was in this story and which character or characters faced that problem. Turn and talk to your partner about the problem in this story. Remember to use the conversation stems – "Can you tell me more about that?" or "I agree/disagree because..." as you discuss with your partner. (Identify the problem as a class and record under Plot on anchor chart.)*
- *Now we have to identify the important story events that happened as Luke tried to solve his problem. (Model by paraphrasing pages 50 through 56 as you look back through the story with your students). I think the important event for us to identify here is that Luke gets a chance to play stickball with the neighborhood kids, but he strikes out and is upset. Do you agree? (Record event on anchor chart)*
- *Let's see what happened after that...(model by looking back through pages 57-61). What important event happened in this part of the story? (discuss and help students paraphrase) Yes, Luke's grandmother surprises him with tickets to a Dodgers game where he sees his favorite player, Jackie Robinson, score a home-run after nearly striking out. (Record event on anchor chart)*
- *(Model looking back over pages 62-63 and discuss what happened with students.) After the game, Luke runs to the roof of his apartment building to see the lights at Ebbets Field and finds a ball he thinks is Jackie Robinson's home-run ball.*
- *(Model looking back at pages 65-66 and discuss what happened with students). Luke imagines Jackie Robinson talking to him and telling him not to give up. (Record event on anchor chart)*
- *What's the solution? How does the story end? (discuss) Luke is determined not to give up and to get better at baseball. (Record on anchor chart)*

4. Closing: *Today we practiced retelling a story. It's important to keep track of the characters, setting, and plot, or important story events, as you read realistic fiction.*



Retelling in Fiction



Text:	Characters	Setting	Plot: Important Events
<u>Luke Goes to Bat</u>	<ul style="list-style-type: none"> • Luke • Luke's brother - Nicky • Luke's Grandma • Neighborhood kids • Jackie Robinson (imagined) 	<ul style="list-style-type: none"> • Luke's neighborhood • Luke's home • Ebbets Field 	<ul style="list-style-type: none"> • Luke loves baseball, but isn't very good at it. • He gets a chance to play with the neighborhood kids, but he strikes out and is upset. • Luke's grandma surprises him with tickets to a Dodgers game, where Luke gets to watch his favorite player, Jackie Robinson, hit a homerun after nearly striking out. • After the game Luke runs to the top of his apartment building to see the lights at Ebbets Field and finds a ball he thinks is Jackie Robinson's home-run ball. • Luke imagines Jackie Robinson talking to him and telling him not to give up. • Luke feels better and is determined to keep trying and get better at baseball.

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)

sample

Independent Practice

* The next three tasks should not be completed during whole group reading time. It's important for your students to have many opportunities to practice retelling in fiction throughout the year. These activities can be completed by the students during independent reading and/or center time. The first two are partnered activities and the third activity should be completed independently.

Lesson Overview: Fig. 19E

Text: Mr. Tanen's Tie Trouble & The Ugly Vegetables

Approach: Partnered Activities

Focus: Retelling in Fiction

Response Sheet:

Retelling in Fiction:

- Students will need a blank copy to glue on first available page in their Reader's Notebook:
Reading Response (one for each partnered activity)

Retelling in Fiction			
Text:	Characters	Setting	Plot: Important Events

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)

- A sample completed anchor for retelling is provided after the instructions for your reference.

- **Students will need a copy of the story, their Reader's Notebook, and the Retelling in Fiction chart for this activity. One option is to give students sets of page numbers to look over to help them paraphrase important events.**
- **Students are to fill out their Retelling in Fiction chart with their partner. Remind them they have an example to look back on in the Whole Group section of their Reader's Notebook (p. 15) with the story Ira Sleeps Over.**

Mr. Tanen's Tie Trouble:

- Students fill in story title, characters, and setting(s)
- Page 16 - Students record first event as problem in the story.
- Pages 17-18 – Record important event (paraphrase)
- Pages 19-23 – Record important event(s) (paraphrase)
- Pages 24-28 – Record important event(s) (paraphrase)
- Pages 30-34 – Record important event(s) (paraphrase)

The Ugly Vegetables:

- Students fill in story title, characters, and setting(s)
- Pages 196-203 - Students record first event as problem in the story.
- Pages 204-205 – Record important event(s) (paraphrase)
- Pages 206-211 – Record important event(s) (paraphrase)
- Pages 212-215 – Record important event(s) (paraphrase)
- Page 216 – Record important event (paraphrase)



Retelling in Fiction



Text:	Characters	Setting	Plot: Important Events

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)



Retelling in Fiction



Text:	Characters	Setting	Plot: Important Events
<u>Mr. Tanen's Tie Trouble</u>	<ul style="list-style-type: none"> Mr. Tanen students townspeople Mr. Apple 	<ul style="list-style-type: none"> Lynnhurst School Mr. Tanen's town 	<ul style="list-style-type: none"> Mr. Tanen, the principal of Lynnhurst School, doesn't have enough money to buy a new playground for the students. He worries when students kindly give money, but it's not enough. He decides to auction off the many ties he loves to pay for the new playground. The townspeople pay a lot of money for his ties. Mr. Tanen is sad, but believes "you have to give to get". At the opening day of the new playground, the townspeople surprise Mr. Tanen by creating a giant ribbon with his ties. He is happy to have his ties back.

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)

Fig. 19F



Retelling in Fiction



Text:	Characters	Setting	Plot: Important Events
<u>The Ugly Vegetables</u>	<ul style="list-style-type: none"> Young girl Young girl's mom Neighbors 	<ul style="list-style-type: none"> The young girl's home and neighborhood 	<ul style="list-style-type: none"> A young girl is disappointed when the garden she and her mom plant <u>looks</u> different from the neighbors' gardens. The girl is sad to discover their garden is growing ugly Chinese vegetables while all the neighbors grew pretty flowers. The girl's mom uses the vegetables to make a delicious soup. The neighbors bring flowers to trade for the soup. Mom feeds the neighbors and shares her recipe. The next spring everyone in the neighborhood plants flowers and Chinese vegetables in their gardens.

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)

Lesson Overview: Fig. 19E

Text: Jenny's Move (included)

Approach: Independent Activity

Focus: Retelling in Fiction

Response Sheet:

- **Retelling in Fiction:**

- Students will need a blank copy to glue on first available page in their Reader's Notebook: Reading Response

- Students will need a copy of the story, their Reader's Notebook, and the Retelling in Fiction chart for this activity. One option is to give students sets of page numbers to look over to help them paraphrase important events.

- Students are to fill out their Retelling in Fiction chart. Remind them they have an example to look back on in the Whole Group section of their Reader's Notebook (p. 15) with the story Ira Sleeps Over.

Text:	Characters	Setting	Plot: Important Events

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)

Alyssa Wears a Bow Tie:

- Students fill in story title, characters, and setting(s)
- Paragraph 1- Students record first event as problem in the story.
- Paragraph 2 – Record important event (paraphrase)
- Paragraph 3 – Record important event(s) (paraphrase)
- Paragraph 4 – Record important event(s) (paraphrase)
- Paragraph 5 – Record important event(s) (paraphrase)

Text:	Characters	Setting	Plot: Important Events
<u>Jenny's Move</u>	<ul style="list-style-type: none"> • Sarah • Jenny • classmates 	<ul style="list-style-type: none"> • school 	<ul style="list-style-type: none"> • Sarah is mad that her friend Jenny is moving away and decides to get back at her by not speaking to her at school. • On Monday, Sarah won't play jump rope with Jenny. • On Tuesday, Sarah won't share snacks with Jenny. • On Wednesday, Jenny is sad when Sarah won't sit next to her at the school play. • On Thursday, Jenny gives Sarah a stationary set for her birthday. • Sarah feels bad for being mean and realizes she and Jenny will always be friends.

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)

sample

Jenny's Move



(1) Sarah was mad. Her best friend Jenny was moving. She knew she would never see her again. Jenny had promised to write, but she knew how that went. Last year Mary had moved, and she wrote three letters. But she never heard back from her. She must have made new friends. Sarah knew the same thing would happen with Jenny. So she was getting back at her. She wasn't going to speak to her at school. That would show her.

(2) On Monday, Jenny asked Sarah if she wanted to play jump rope at recess. Sarah said she couldn't because she had to play with Magda, a real friend who wouldn't move on her. "Fine," said Jenny, "be that way."

(3) On Tuesday Jenny asked Sarah if she wanted to split her bag of M&M's. Sarah wanted to but said, "No thanks, I'm going to split Anna's Cheetos. I'm going to get used to someone else's snacks since you won't be here." The only problem was that Sarah didn't like Cheetos; she liked M&M's. "Fine," Jenny said, and sighed. She didn't know what to do.

(4) On Wednesday Jenny asked if Sarah wanted to sit next to her at the school play. Sarah said no. Jenny sat by herself and looked sad.

(5) Thursday was Sarah's birthday. Her mom hadn't had time to get her the special outfit she wanted. Her dad had to leave early for a meeting. It seemed like no-one cared it was her birthday. But when Sarah got to school, Jenny was sitting outside with a box wrapped in the prettiest silver paper with a big bow. Jenny gave Sarah the present and Sarah opened it silently, thinking about how mean she had been. It was a stationary set, shiny pen, and a book of stamps. Sarah realized that even though Jenny was moving they would keep in touch and be friends forever.

Lessons 15 & 16

***You will likely need two days to complete the bridging lesson.**

Test Bridging: Sequencing

Lesson Overview: Fig. 19E

Text: Ira Sleeps Over

Approach: Minilesson

(BEFORE THE LESSON):

Create the Sequence of Events anchor chart prior to the lesson. Print off a copy for students to add to page 17 of the Whole Group section of their Reader's Notebook. Record on Table of Contents.

Sequence of Events

Putting important events of the plot in order

* Reader may see words like: first, next, then, before, after, lastly, or finally

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- Look at the diagram. Which event belongs in the empty box?
- What happened before _____?
- What happened after _____?
- Look at the diagram. Which sentence best completes the diagram?

- Create the anchor (on the left) on sentence strips or on a half sheet of chart paper. Display it next to your Retelling in Fiction (on right). You may want to attach the bridging stems underneath the Retelling in Fiction anchor. (Larger copies of both bridging anchors provided at the end of the lesson)

Bridging: Sequencing
Fig. 19E

• Look at the diagram below.

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Which event belongs in the empty box?

- What happens after _____?
(event)
- What happens before _____?
(event)
- Look at the diagram below. Which sentence best completes the diagram?

↻

↻

↻

Retelling in Fiction

Text:	Characters	Setting	Plot: Important Events
<p><u>Ira Sleeps Over</u></p>	<ul style="list-style-type: none"> • Ira • Ira's sister • Ira's parents • Reggie • Reggie's dad 	<ul style="list-style-type: none"> • Ira's home • Ira's neighborhood • Reggie's home 	<ul style="list-style-type: none"> • Ira is excited to be sleeping over at his friend Reggie's house for the first time, but he's worried about whether to take his teddy bear. • Ira's sister brings up the teddy bear to worry Ira and says Reggie will laugh at him if he takes it. • Ira tries to find out what Reggie thinks of teddy bears, but Reggie never answers him as he excitedly talks about the sleepover. • Ira decides to take the bear until his sister mentions that Reggie will make fun of the bear's name. • During the sleepover, the boys get scared when Reggie tells a ghost story, so Reggie gets his teddy bear out to sleep with. • Ira feels better when he discovers his friend has a teddy bear and returns home to get his own.

Plot includes:

- Problem (what problem is the main character(s) facing?)
- Important events that happen as characters try to solve the problem
- Solution (ending)

Fig. 19E

- Create this on chart paper and/or display it directly on your Smartboard or through your document camera.

If you create this on chart paper, fold the bottom up and uncover small portions at a time as you go through the lesson.

If you choose to project the page(s) on the Smartboard, use the shade feature as a cover. 2nd graders are new to the testing genre and the way in which assessments are formatted. Seeing this all at once may be visually overwhelming and distract from the lesson.

Bridging: Ira Sleeps Over
Sequencing

1. Look at the diagram below.

Which event belongs in the empty box?

A. Ira goes home to get his teddy bear.
B. Reggie tells a ghost story.
C. Ira fell asleep.

2. What happens after Ira asks Reggie what he thinks of teddy bears?

A. Ira goes to Reggie's house without his teddy bear.
B. Reggie tells Ira all the things they'll do at his house.
C. Ira was invited to a sleepover at Reggie's house.

3. What happens before Ira plays with Reggie in the afternoon?

A. Ira and Reggie have a pillow fight.
B. Ira goes home to get Tah Tah.
C. Ira's sister asks if he will take his teddy bear to the sleepover.

4. Look at the diagram below. Which sentence best completes the diagram?

A. Ira asks Reggie if his house gets dark.
B. Ira can't decide if he should take his teddy bear to the sleepover.
C. Reggie shows Ira his junk.

Lesson:

1. Bring students to your whole group reading area. Have the Retelling in Fiction anchor chart displayed on a wall or easel next to you. Have your bridging questions ready to display during the lesson.

2. Introduction:

Each realistic fiction story we read has a unique plot, but all of them have characters who have a problem that is solved through a series of events. These events occur in an order and that order is referred to as the Sequence of Events (refer to Retelling in Fiction anchor for Ira Sleeps Over – point to the important events in the plot).

We have been learning how to retell in fiction by writing down the important events that happen, in order. This creates a sequence of events from the story. When you take a reading test, the test makers have certain language they use when they write a test question. Sometimes the way a question is worded can be confusing! Today I want to show you what test questions might look like for sequence of events. We will discuss each question and clarify any words or phrases that might be confusing. I will help you learn how to think through a question, carefully read the answer choices, and select the answer that is supported by the text.

- * You must explicitly make the connection between the skills they have learned in class and what the test question is asking the reader to do.

3. Point to the first bridging stem (Look at the diagram below. Which event belongs in the empty box?). *When we sequence events, a test question might look like this. In this type of question, we are asked to look at the events in a diagram. A diagram is some type of graphic organizer or chart. Let's look at a sample test question from Ira Sleeps Over that looks like this (Display question #1 for Ira Sleeps Over. *Start by only showing them the question. Keep the answer choices covered up).*

This question says – Look at the diagram below. Which event belongs in the empty box. Notice we have three story events already written in the diagram, but the third box is empty. Our job is to figure out which event belongs in the empty box, based on the events we already have. Let's take a look at the events provided in the diagram (Read each event aloud, pointing to each one in the diagram as you read). So I can tell we are looking for what happens after Reggie's father tells them it's time to go to bed, but what happens before Reggie gets his teddy bear (Use motions with your finger on the diagram to help provide a visual for the students). Let's find this event – where Reggie's father tells them it's time for bed (model using the book to locate that event). So we are looking for an event that happens after this, but before Reggie gets his teddy bear. Let's look in the book for some things that happen between these two events (Discuss using the book – They get in bed and tell Reggie's father good night, Reggie tells a ghost story, Ira and Reggie ask each other if they're scared).

Now I'm ready to look at the answer choices for this sample test question (uncover the three answer choices and read them aloud to your students). Let's decide which event belongs in the empty box on the diagram.

Answer choice A says Ira goes home to get his teddy bear. I don't remember seeing that between the two events we discussed in the book, but let's check to be sure (Find the event in the book and help the students see that this happens after Reggie gets his teddy bear). So we know answer choice A is incorrect.

Answer choice B says Reggie tells a ghost story. I remember we discussed that event in the text. Let's make sure it falls in the right place on the diagram. (Look back in the text and show them once more how it falls between the two events on the diagram. I think this answer choice is the correct event for the empty box on the diagram. I'm still going to check answer choice C, because I want to make sure I select the best answer.

Answer choice C says Ira fell asleep. I don't remember discussing that event a few minutes ago, but let's check (Model looking back in the book and locating that event. Help the students see this event happens after Reggie gets his teddy bear). Now we are positive that answer choice B is the right answer! (Circle the B).

Let's talk about what we did to answer this sample test question (Discuss – read the question and think about what it's asking, look back in the text and come up with an answer to the question, read each answer choice, think carefully about each answer choice and decide on the best answer, circle the letter of the best answer).

4. Continue using this same process until you have bridged each question. Save time during lesson 16 for students to complete the independent practice (or they can do this during independent reading time).

5. Independent Practice: Students will complete the bridging practice...

- Use the data from this practice assessment to make informed decisions about individual student's needs.
- Be sure to allow students to have access to the text when they are taking the bridging practice assessment.

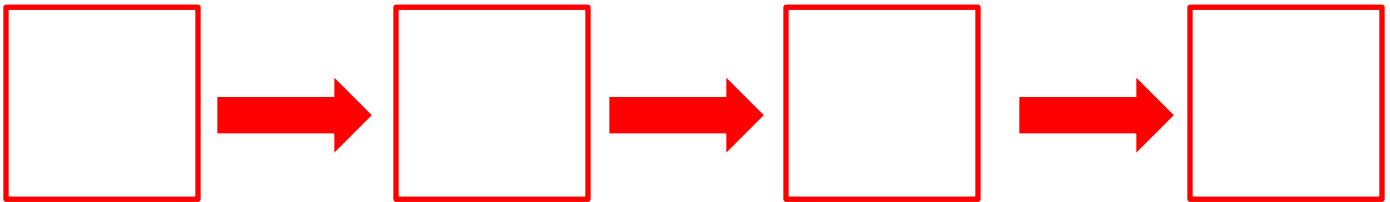
Answers:

- Ira Sleeps Over: (Whole Group Lesson)
 1. B
 2. A
 3. C
 4. B
- The Ugly Vegetables: (Independent Practice)
 1. A
 2. C
 3. B
 4. C

Bridging: Sequencing

Fig. 19E

- Look at the diagram below.

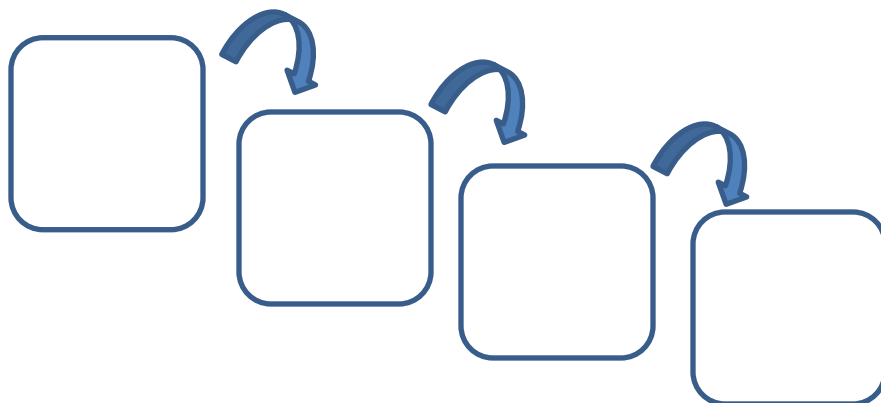


Which event belongs in the empty box?

- What happens after _____?
(event)

- What happens before _____?
(event)

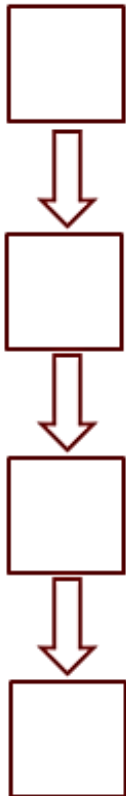
- Look at the diagram below. Which sentence best completes the diagram?



Sequence of Events

Putting important events of the plot in order

- Reader may see words like: first, next, then, before, after, lastly, or finally



- Look at the diagram. Which event belongs in the empty box?
- What happened before ____?
- What happened after ____?
- Look at the diagram. Which sentence best completes the diagram?

Sequence of Events

Putting important events of the plot in order

- Reader may see words like: first, next, then, before, after, lastly, or finally



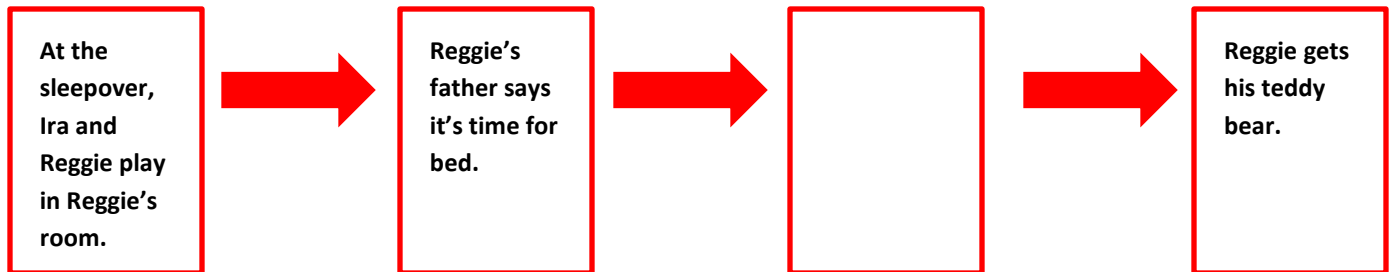
- Look at the diagram. Which event belongs in the empty box?
- What happened before ____?
- What happened after ____?
- Look at the diagram. Which sentence best completes the diagram?

- Copy for Reader's Notebook

Bridging: Ira Sleeps Over

Sequencing

1. Look at the diagram below.



Which event belongs in the empty box?

- A. Ira goes home to get his teddy bear.
- B. Reggie tells a ghost story.
- C. Ira fell asleep.

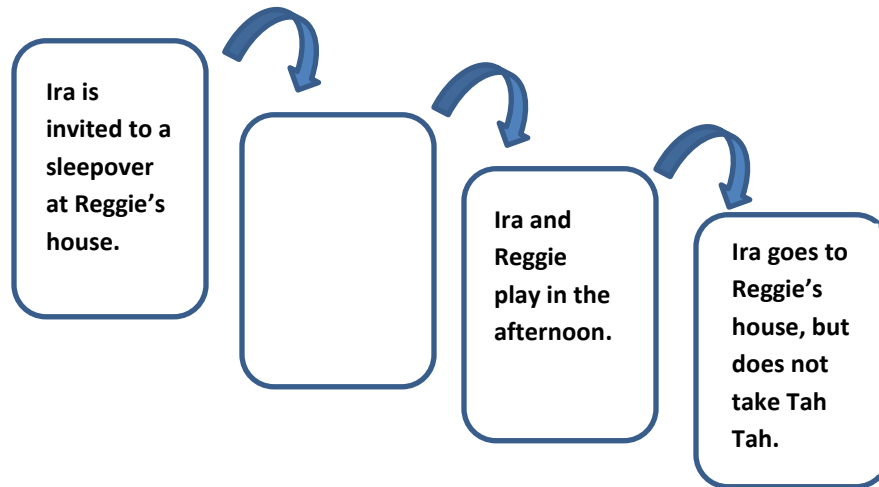
2. What happens after Ira asks Reggie what he thinks of teddy bears?

- A. Ira goes to Reggie's house without his teddy bear.
- B. Reggie tells Ira all the things they'll do at his house.
- C. Ira was invited to a sleepover at Reggie's house.

3. What happens before Ira plays with Reggie in the afternoon?

- A. Ira and Reggie have a pillow fight.
- B. Ira goes home to get Tah Tah.
- C. Ira's sister asks if he will take his teddy bear to the sleepover.

4. Look at the diagram below. Which sentence best completes the diagram?



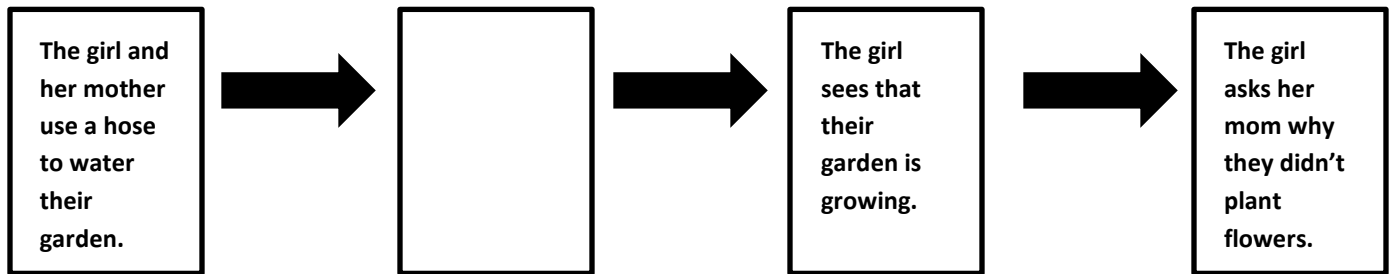
- A. Ira asks Reggie if his house gets dark.
- B. Ira can't decide if he should take his teddy bear to the sleepover.
- C. Reggie shows Ira his junk.

Name:

Independent Practice: The Ugly Vegetables

Sequencing

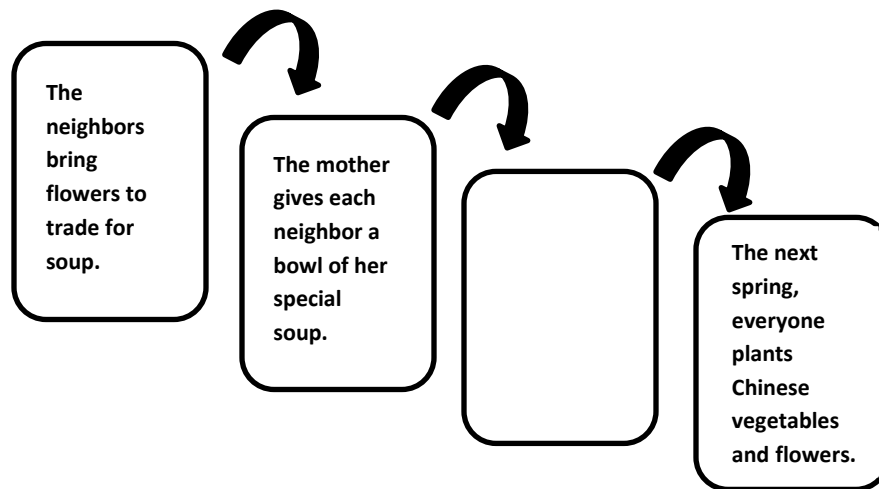
1. Look at the diagram below.



Which event belongs in the empty box?

- A. The girl's mother drew pictures and put them in the garden.
 - B. The girl and her mother used shovels to turn the grass upside down.
 - C. The girl saw that all the neighbor's gardens had blooming flowers.
2. What happens after the girl ate a big bowl of her mother's soup?
- A. She asks her mom why they grew vegetables instead of flowers.
 - B. She helps her mother pick the vegetables from the garden.
 - C. The neighbors bring flowers to trade for soup.
3. What happens before mom chops and cuts the vegetables?
- A. The girl goes outside to play.
 - B. The mother washes the vegetables.
 - C. The mother tells the girl the names of the vegetables they grew.

4. Look at the diagram below. Which sentence best completes the diagram?



- A. The girl eats her first big bowl of her mother's soup.
- B. The girl plays catch outside and smells her mother's wonderful soup.
- C. The mother shares her soup recipe.

Lesson 17

Lesson Overview: 2.6A, 2.9B, Fig. 19D

Text: Mr. Tanen's Tie Trouble, The Ugly Vegetables, Ira Sleeps Over, Luke Goes to Bat

Approach: Minilesson

Focus: Theme

Anchor Charts:

- Theme: (choose ONE of the two anchors shown):

Create definition and questions to ask before the lesson.

Do NOT create the common themes list ahead of time. These will be added over time with your students.

Theme

The message or lesson that the author wants you to take away from the story.

Ask: What did the characters learn?
How did the characters grow?

Common Themes:

courage	loyalty
honesty	hope
love	equality
friendship	hard work
forgiveness	teamwork

Theme

The moral, message, or lesson the author wants you to learn from the story.

The ♥ of the story

Usually unsaid by the author, but we can infer it from the text.

<p>Questions to ask yourself:</p> <p>What did the character learn?</p> <p>How did the characters grow or change?</p> <p>What message is the author trying to send?</p> <p>What important part of life is this story about?</p>	<p>Common Themes:</p> <table border="0"> <tr> <td>courage</td> <td>honesty</td> </tr> <tr> <td>love</td> <td>equality</td> </tr> <tr> <td>forgiveness</td> <td>hope</td> </tr> <tr> <td>family</td> <td>friendship</td> </tr> <tr> <td>hard work</td> <td>kindness</td> </tr> <tr> <td>acceptance</td> <td>respect</td> </tr> <tr> <td>being yourself</td> <td>compassion</td> </tr> <tr> <td>culture/tradition</td> <td>overcoming</td> </tr> <tr> <td>teamwork</td> <td>challenges</td> </tr> <tr> <td></td> <td>responsibility</td> </tr> </table>	courage	honesty	love	equality	forgiveness	hope	family	friendship	hard work	kindness	acceptance	respect	being yourself	compassion	culture/tradition	overcoming	teamwork	challenges		responsibility
courage	honesty																				
love	equality																				
forgiveness	hope																				
family	friendship																				
hard work	kindness																				
acceptance	respect																				
being yourself	compassion																				
culture/tradition	overcoming																				
teamwork	challenges																				
	responsibility																				

Understanding Theme:

- Create this anchor. Information in the columns will be filled in with your students.
- A sample completed anchor for understanding theme is provided at the end of Lesson 18 for your reference.

Theme

Theme = the implied message, moral, or lesson in the story

Text	Lesson Learned	Personal Connection	Theme
<u>Mr. Tanen's Tie Trouble</u>			
<u>The Ugly Vegetables</u>			
<u>Ira Sleeps Over</u>			
<u>Luke Goes to Bat</u>			

- What did the character(s) learn?
- How did the character(s) grow or change?
- What message is the author trying to send?
- What important part of life is this story about?

2.6A

- You may want to use sticky notes for information, including the book titles, as you will reuse this anchor in Block 4.

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor charts displayed on a wall or easel next to you.

2. Introduction:

The theme of a story is the lesson the author wants you, the reader, to take away from the story. When we read realistic fiction, we think deeply about the characters, especially the main character(s). The character(s) will grow or change in some way and often learn something. It is our job as a reader to think about the lesson the character learned and to infer what it might teach us about life. We have all learned some kind of life lesson. For example, have you ever been caught telling a lie? One time when I was about your age I broke a lamp while playing in the house. Instead of telling the truth, I tried to lie and say I didn't know how the lamp got broken. When my parents found out the truth, they were really upset that I lied to them. What do you think I might have learned from this experience? (discuss). So in this example, the theme is honesty, because I learned that it's better to tell the truth. (Refer to the definition and guiding questions on the Theme anchor)

*Today and tomorrow we are going to discuss what lessons Mr. Tanen, Ira, Luke, and the young girl from *The Ugly Vegetables* learned. We can use those lessons to infer the theme of each realistic fiction story.*

3. Revisiting the Texts:

- Mr. Tanen's Tie Trouble:
 - *When I think about Mr. Tanen it's what he did that stands out to me. He gave up something he loved for others. What happened at the end of the story? (discuss) The townspeople paid a lot of money for his ties, but they gave them back. What do you think Mr. Tanen learned from this? Turn and talk with your partner. Remember to use one of the conversation stems – "Can you tell me more about that?" or "I agree/disagree because..." to have a true discussion with your partner. (Discuss as a class then record lesson learned on Understanding Theme anchor chart – Mr. Tanen learned it was true that the more you give, the more you get).*

I can connect to this lesson. (share a personal connection and record on Personal Connection part of anchor chart). Do any of you have a connection? (Let several students share or have students turn and talk).

What life lesson can we learn from Mr. Tanen's Tie Trouble? What message is the author wanting to send? (Turn and Talk, then discuss as a group). Decide on a theme(s) and record on Understanding Theme anchor chart. (Possible answers – kindness/generosity)

Add kindness and/or generosity to the Theme anchor chart for Common Themes.

- The Ugly Vegetables:
 - *We know the young girl in this story was very disappointed with the garden she and her mother planted. Their garden was growing ugly vegetables while all the other neighbors planted beautiful flowers. Why did the mom plant those ugly Chinese vegetables? (discuss) What do you think the young girl learned? (discuss and record on Understanding Theme anchor. Possible answer – our differences are what make us special; family traditions are important).*

I can connect to this because not all families do things the same. My parents are from a Texas town not far from the border of Mexico, so when I visited my grandparents every Christmas we always ate true Mexican food. We had a family tradition of leaving tamales and Coke for Santa Clause. Some of my friends thought that was funny and weird, but it was special to me. (Let several students share connections or have students turn and talk. Record a connection on Understanding Theme anchor)

*What important lesson can we learn about life from reading *The Ugly Vegetables*? Let's infer the theme by thinking about what the young girl learned* (discuss and and decide on a theme(s) to record on Understanding Theme anchor chart. Possible answers – diversity, culture/tradition, family)

Add diversity, culture/tradition, family (or other theme) to Common Themes on Theme anchor chart.

4. Closing:

*Tomorrow we will determine the themes for *Ira Sleeps Over* and *Luke Goes to Bat* by thinking about what the characters learned. We can learn some important life lessons from thinking about what the characters learned in realistic fiction.*

Lesson 18

Lesson Overview: 2.6A, 2.9B, Fig. 19D

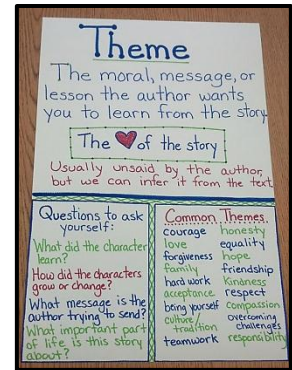
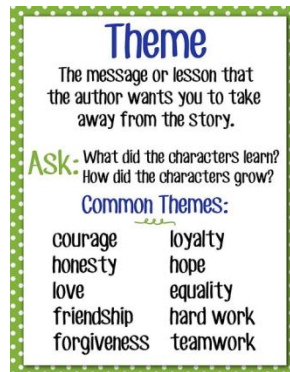
Text: Mr. Tanen's Tie Trouble, The Ugly Vegetables, Ira Sleeps Over, Luke Goes to Bat

Approach: Minilesson

Focus: Theme

Anchor Charts needed for this lesson:

- Theme: (choose ONE of the two anchors shown):



- Understanding Theme:

- A sample completed anchor for understanding theme is provided after the lesson for your reference.
- The first two rows should be filled out.

Theme			
Theme = the implied message, moral, or lesson in the story			
Text	Lesson Learned	Personal Connection	Theme
Mr. Tanen's Tie Trouble			
The Ugly Vegetables			
Ira Sleeps Over			
Luke Goes to Bat			

• What did the character(s) learn?
 • How did the character(s) grow or change?
 • What message is the author trying to send?
 • What important part of life is this story about?

- Give students a copy of this handout (two on a page) and have them glue it on the first available page in the Reading Response section of their Reader's Notebook before bringing them to the carpet. Have them bring their Reader's Notebook and a pencil to the carpet with them.

Understanding Theme

Theme = the implied message, moral, or lesson in the story

Text	Lesson Learned	Personal Connection	Theme
Luke Goes to Bat			

• What did the character(s) learn?
 • How did the character(s) grow or change?
 • What message is the author trying to send?
 • What important part of life is this story about?

Understanding Theme

Theme = the implied message, moral, or lesson in the story

Text	Lesson Learned	Personal Connection	Theme
Luke Goes to Bat			

• What did the character(s) learn?
 • How did the character(s) grow or change?
 • What message is the author trying to send?
 • What important part of life is this story about?

Lesson:

1. Bring students to your whole group reading area. Have them sit next to a partner (assigned or self-selected). Have the anchor charts displayed on a wall or easel next to you.

2. Introduction:

Review theme by referencing the Theme and Understanding Theme anchor charts. *Let's figure out the themes for Ira Sleeps Over and Luke Goes to Bat.*

3. Revisiting the Texts:

- Ira Sleeps Over:

- *What was Ira's problem in this story?* (turn and talk and then discuss as a group) *Yes, he was worried if he took his teddy bear to a sleepover that his friend Reggie would make fun of him. However, how did the story end?* (discuss) *What did Ira learn from this experience?* (turn and talk, discuss as a group and then record lesson learned on Understanding Theme anchor chart. Possible answer – Ira learned that true friends won't make fun of you and it's important to be yourself).

I can connect to this lesson. (share a personal connection and record on Personal Connection part of anchor chart). *Do any of you have a connection?* (Let several students share or have students turn and talk).

What life lesson can we learn from Ira Sleeps Over? What life lesson is the author trying to teach us? (Turn and Talk, then discuss as a group). Decide on a theme(s) and record on Understanding Theme anchor chart. (Possible answers – friendship, be yourself, courage)

Add friendship, be yourself, courage (or other theme) to Common Themes on the Theme anchor chart.

Note – the goal of lessons 13 and 14 is not to create a huge list of Common Themes. It's the **quality** of what students learn about theme, not the quantity of words added to the list that matters. You and your students can add to the common themes list throughout the year as you read and discuss a variety of fiction texts.

- Luke Goes to Bat – partnered activity:

- *You and your partner are going to discuss Luke Goes to Bat and fill out the chart in your Reader's Notebook. Remember to start with the lesson Luke learned in this story. Then you want to make a personal connection. You and your partner will probably not have the same personal connection and that's fine. Write down YOUR connection to the lesson Luke learned. Then you will discuss the theme of the story and write some ideas down. Don't worry if this part is a little challenging. Just write down your thoughts and then we will discuss it together as a group. I will be coming around to answer any questions and share in your conversations.*

Once students have had a chance to work with their partners come back as a group and discuss. Record answers on class anchor chart for Understanding Theme and then add a common theme to the Theme anchor chart.

4. Closing:

The theme is really the heart of a story. It gives us something to think about and learn from after we've finished a story. Author's of realistic fiction often write about difficulties and issues we face in real life and therefore we often easily connect with the story. We can discover a moral, message or lesson in any realistic story by thinking deeply about the characters and what they learned.

Understanding Theme

Theme =the implied message, moral, or lesson in the story

Text	Lesson Learned	Personal Connection	Theme
<u>Luke Goes to Bat</u>			

- What did the character(s) learn?
 - How did the character(s) grow or change?
 - What message is the author trying to send?
 - What important part of life is this story about?
-

Understanding Theme

Theme =the implied message, moral, or lesson in the story

Text	Lesson Learned	Personal Connection	Theme
<u>Luke Goes to Bat</u>			

- What did the character(s) learn?
- How did the character(s) grow or change?
- What message is the author trying to send?
- What important part of life is this story about?

Understanding Theme

Theme =the implied **message**, **moral**, or **lesson** in the story

Text	Lesson Learned	Personal Connection	Theme
<u>Mr. Tanen's Tie Trouble</u>	Mr. Tanen learned his belief is true that the more you give, the more you get.	My son always donates part of the money he earns to military organizations. As a result he has received many kind letters from soldiers who have received his donations. We are very proud of him.	Kindness Generosity
<u>The Ugly Vegetables</u>	The young girl learned that our differences make us special and family traditions are important.	We have a family tradition of leaving tamales and Coke for Santa Clause. Sometimes my friends thought that was weird.	Diversity Culture/traditions Family
<u>Ira Sleeps Over</u>	Ira learned that true friends won't make fun of you and it's important to be yourself.	I had to wear my retainer to school to help straighten my teeth and was worried my friends would make fun of me. I ended up finding out several of my friends had retainers too!	Friendship Be yourself
<u>Luke Goes to Bat</u>	Luke learned that if something is important to you, you can't give up or quit trying.	My friend and I played the flute in junior high. She was really good at it and I wasn't. I had to practice really hard (and quit comparing myself to her) in order to get better at it.	Perseverance Determination Hard work

- What did the character(s) learn?
- How did the character(s) grow or change?
- What message is the author trying to send?
- What important part of life is this story about?

2.6A

• Example

Take a picture of the completed anchor you did with your class and print off using the Anchor Charts Word document. Add to page 16 of the Whole Group section of the Reader's Notebook. Record on Table of Contents.

