Fourth Grade
Analyzing Characters
Unit 2
August 1, 2015

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Table of Contents

Background Section

Sample Unit Section

Resource Materials

See Separate Packet

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Abstract

In fourth grade unit 2 Analyzing Characters, students read fictional texts.

In the first concept, *Readers envision characters to make predictions and inference*; readers learn strategies that help them step inside the character's world. As they read, readers will see the importance in making their character come to life inside their minds by empathizing with characters, revising their mental images based on new details, and making predictions about what might happen and how it will happen based on the feelings the reader is carrying from their work with connecting and envisioning. Readers are expected to pay close attention to the details to help them better understand what the characters are really like. Readers are taught to step outside of the story after spending time lost in their book to grow new ideas about their characters.

In the second concept, *Readers grow theories and gather evidence*; readers pay attention to a character's actions to learn more about them. Readers will read close to the text gathering details that show characters acting in surprising ways, how other characters treat the main character and what objects a character holds close all in an effort to create theories for their characters. Readers will read forward confirming and revising their theories and use language prompts to support their efforts to build complex ideas about their characters based on recurring themes and repeated details in the text.

In the third concept, *Readers reflect in order to grow*; readers use themes in text to think about lasting thoughts worth holding onto having read the story. This positions readers to see characters and their stories as experiences to learn from. As the unit ends, readers are asked to consider their personal strengths and goals related to the thinking and learning they have built throughout the unit.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Background Information

Readers have had multiple opportunities to focus on characters while reading fiction text throughout their kindergarten – third grade years. This is not their first unit of study with a focus on close reading for understanding character. It is suggested to utilize a pre-assessment read aloud with the companion jot page (resource packet) before stepping into this unit. Any short fiction picture book or short story will work for pre-assessment. The story "A Bad Road for Cats" from Every Living Thing by Cynthia Rylant might suit this need. Teachers will need to explain the difference in the read aloud structure for this pre-assessment and the purpose of the jot page as well as the purpose of the assessment. Plan to read aloud and stop in places to allow fourth graders thinking and writing time with the understanding that teachers will stop at least four times across the text including time at the end. The hope is to uncover the strategy use of fourth graders given their previous reading experiences and use this assessment as a snapshot to plan for differentiated instruction as well as tweak minilessons to align with the needs of readers. The same assessment structure, text and jot page can be used upon the completion of the unit for post-assessment.

Assessment is always ongoing. Opportunities to see reader's thinking in light of the objectives of the unit will come in the form of listening to the talk of readers during read aloud with accountable talk, partnerships, and conferences. Furthermore, reader's thinking will be evidenced in flagged pages, personal jots, jot pages (resource packet), writing about reading in notebooks, and the class jot lot. Take the time to listen to a reader read aloud if there is daily concern from lack of transference of the teaching point, lack of understanding or if there is uncertainty about appropriate reading level. The unit is clearly targeted on comprehension strategies and therefore, strategies for assessing comprehension will be put into play from start to finish.

A collection of fiction books is all that is required in this fourth grade unit, along with the already established book bags, folders post-its and notebooks. Readers will think about characters, as long as they are reading text with characters in them. This means that teachers just need to think about the amount of fiction books needed based on readers reading rate and levels. Of course, teachers will be limited by the established book resources of their classroom, school or district, unless they enlist the resources of a township library. Some schools create literacy lending rooms filled with leveled text from all genres in order to support the work within the reading units of study. In this way teachers are not limited by their grade level texts when a reader arrives with a reading level below or above the grade level resources. Other schools, decide to stager the units, where one fourth grade is implementing Understanding Characters Unit while the second fourth grade teacher digs into an Informational Unit. This reduces the number of texts needed in each unit because only half of the readers will be using fiction text while the other half are using informational text.

No matter the method used to compile fiction books, teachers will allow readers to shop throughout the unit with guidance when needed. Readers will still keep varied genres inside their individual reading bags with the understanding that fiction books are the priority here. Some teachers allow for mixed genre reading the last five minutes of independent reading time, while others allow readers to step into their diverse collections beyond fiction text only at other parts of the day. Helping readers understand that fiction books are needed to learn the work of this unit much like golf clubs are needed for a round of golf. There will be readers whose reading interest lies heavily in informational text and in these instances it will be important for teachers to think about ways to still honor the reader while also helping them find fictional books that perk engagement given the readers identity. Teachers will want to take the extra steps to match readers to levels as well as readers to titles, especially for those whose first interest is not fiction, or reading.

Partnerships are up and running and will sustain throughout this unit unless teachers see reason to change a duo. Unmatched reading levels or problematic pairings will prompt some rearranging of readers with any new unit. It is helpful to keep in mind that partnerships might also consist of three readers to support some partnership issues. Allow time each and every day for readers to come together to talk about their reading. If resources are available partners are choosing the same title of text as a first option. Reading, thinking and then talking about a matched title allows for the greatest depth of conversation. However, if titles are not available in pairs, readers will still benefit from sharing their storylines and character insights during partnership time. Partnership time is also a prime time for reader assessment.

Additionally, read aloud with accountable talk is occurring daily in support of all reading comprehension work. Many titles have been read aloud at this point and may be suitable for referencing and utilizing in minilesson demonstrations. Continue to read aloud demonstrating the way in which proficient readers weave multiple strategies together as they turn the pages, to understand characters, while also giving readers the chance to try this rigorous thinking with guidance. The hope is that readers will have experienced multiple titles throughout this character unit during read aloud with accountable talk. Teachers may decide to choose some of the read aloud books based on known classics or teacher favorites, as well, as readers' reading levels and interests. Texts of varied lengths, authors and genres of fiction can support the study of characters.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Resources and Materials Needed

- **See Resource Packet Unit 2**
- http://readingandwritingproject.com/resources/classroom-libraries/current-classroom-libraries.html

Fountas and Pinnell Levels	DRA Levels	Number of Books
A-C level readers	A- 4	10-15 books
D-K level readers	6-20	6-10+ books
L-N level readers	24-30	5-8 books, chapter, informational, and favorites
O-Q level readers	34+	2 chapter books, informational, and favorites
R-T	40	2 chapter books, informational, and favorites
U-W	50-60	2 chapter books, informational, and favorites
X-Z	70-80	2 chapter books, informational, and favorites

- Fourth grade readers from a school where Reading Workshop is aligned K-3 will have many routines and procedures in place on the first day of school. Teachers will want to establish the routines and procedures quickly for shopping, which should be done outside of the reading workshop block of time (before or after lunch, library day, before the AM bell, after the PM bell, during snack, or when students are finished with a test or an assignment are suggested times). An anchor chart can help remind readers of this procedure.

RESEARCH ON READING RATE: The rate at which readers read matters. If a reader reads Level M text (Magic Tree House) at 100/WMP they will only need two 30 minute reading sessions to complete one book. If they read closer to 200/WMP they will read one Level M book in one 30 minute session. Dependent on reading rate, these readers would complete either 2.5 books in a five day week or 5 books across the 5 day week, respectively. Help readers set goals based on their reading rate to progress through many books. Reading logs help show reading rate, set goals, and show goals met over time.

GRADE	WPM	GRADE	WPM
1	60-90	6	195-200
2	85-120	7	215-245
3	115-140	8	235-270
4	140-170	9	250-270
5	170-195	12	250-300

Harris and Sipay (1990) Calkins Workshop (2008)

Title	Level	Approximate # of Words	Reading Rate	# of Minutes per Book
Horrible Harry	L	4500	100 WPM/200 WPM	45 Min/25Min
Magic Tree House	M	6000	100WPM/200 WPM	60 Min/30 Min
Stone Fox	P	12000	100 WPM/200 WPM	4 Hrs/2 Hrs
Hundred Penny Box	Q	6000	100 WPM/200 WPM	60 Min/30 Min
Hatchet	R	50000	100 WPM/200 WPM	8 Hrs/4 Hrs
Missing May	W	24500	100 WPM/200 WPM	4 Hrs/ 2 Hrs

Allington (2000)

*These are suggestions based on practices utilized by workshop teachers, which meet objectives outlined by the Common Core Standards. Teachers should organize as they see fit, given their resources.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
More Resources and Materials Needed

Teacher Resources
- Gallon-size plastic bag for every reader
- Fiction text matching leveled reading range of reader
- Pens or pencils for readers, stored in bags
- Post-its/sticky notes stored in bags
- Readers Notebooks-composition or spiral
- Pocket Folders –hold logs, book list, conference notes etc.
- Abundance of chart paper
- Abundance of assorted colors and sizes of paper for individual or small group charts
- Abundance of post-it/sticky notes in all kinds of shapes and sizes
- Easel
- Meeting area
- Markers

Professional Resources
- Calkins, L. (2001). The Art of Teaching Reading. Boston: Allyn and Bacon.
- Goldberg, G. & Serravallo, J. (2007). Conferring with Readers: Supporting Each Student's Growth & Independence. Portsmouth, NH: Heinemann.
- Serravallo, J. (2010). Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers. Portsmouth, NH: Heinemann.
- Calkins, L. & Tolan K. (2010). Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5, Book 1: Building a Reading Life. Portsmouth, NH: Heinemann.
- Calkins, L. (2011). A Curricular Plan for the Reading Workshop, Grade 3. Portsmouth, NH: Heinemann.

None of the suggested book titles in these lessons are needed if you have titles that match the suggested books' genres and characteristics. In other words, there are thousands of books that would work during demonstrations and throughout your mini- lesson. The titles in these lessons are all suggestions to help you make choices beyond our recommendations.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Why a Script?

The following unit has been written in script form to help guide and support teachers in implementing effective reading instruction; routines, procedures, strategies and specific instructional vocabulary. In other words, the script serves as a "reading coach" for teachers. Teachers, whether new to the teaching profession or new to reading workshop, or new to some common core standards, may benefit from having detailed lesson plans. The goal is that in time teachers will no longer need a script per se because they will have had time to study and gain procedural knowledge for many of the common core units of study. Also, many teachers feel a script serves as a guide for guest/substitute teachers or student teachers. Please view these scripts as a framework from which to work – rewrite, revise, and reshape them to fit your teaching style, your students, and your needs.

Additional lesson information:

Balanced Literacy Program (BLP) –
A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. **Reading and Writing workshop are only one part of a balanced literacy program**. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

Mini-lesson-
A mini-lesson is a short (5-10 minute) focused lesson where the teacher directly instructs on a skill, strategy or habit students will need to use in independent work. A mini-lesson has a set architecture.

Independent Reading and Conferring –
Following the mini-lesson, students will be sent off to read independently. During independent reading time teachers will confer with individuals or small groups of students.

Mid-workshop Teaching Point –
The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students' needs.

Partnership Work-
Partnership work is an essential component of the reading workshop structure. In addition to private reading, partnerships allow time each day for students to read and talk together, as well as provide support for stamina. Each session includes suggestions for possible partnership work. Add or modify based on students' needs.

Share Component –
Each lesson includes a possible share option. Teachers may modify based on students' needs. Other share options may include: <u>follow-up on a mini-lesson</u> to reinforce and/or clarify the teaching point; <u>problem solve</u> to build community; <u>review</u> to recall prior learning and build repertoire of strategies; <u>preview</u> tomorrow's mini lesson; or <u>celebrate</u> learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project).

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Overview of Sessions – Teaching and Learning Points

Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Concept I:	**Readers envision characters in order to make predictions and inference**
Session 1	Readers make mental movies to make their characters come to life as they read
Session 2	Readers step inside the story and envision the main character's world
Session 3	Readers connect to characters experiences to empathize with them
Session 4	Readers revise mental images of characters as they learn new information
Session 5	Readers use empathy for characters to make predictions about what characters will do next
Session 6	Readers predict what and how details will happen
Session 7	Readers step outside of the story to grow ideas about characters
Concept II	**Readers grow theories and gather evidence about characters**
Session 8	Readers pay attention to characters' actions that reveal what kind of people they are
Session 9	Readers pay attention to the way other characters treat the main character to learn more
Session 10	Readers notice when characters act in surprising ways and think about what this reveals about them
Session 11	Readers think about what they learn from the objects a character holds close
Session 12	Readers use precise, exact words to describe characters action
Session 13	Readers search for patterns in their notes to nudge thinking about characters
Session 14	Readers continue to read with their theories in mind and revise or confirm thinking
Session 15	Readers pay attention to character's struggles/challenges and see them as turning points
Session 16	Readers use prompts to develop complex ideas about characters
Session 17	Readers pay attention to recurring themes and details in stories to grow deeper theories
Concept III	**Readers reflect in order to grow**
Session 18	Readers use the themes in stories to hold onto lasting thoughts
Session 19	Readers analyze their own reading and thinking to determine strengths and goals

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Routines and Rituals: Building a Community of Independent Readers

Reading workshops are structured in predictable, consistent ways so that the infrastructure of any one workshop is almost the same throughout the year and throughout a child's elementary school experience (Calkins, 2005). One means of developing a community of independent readers is to implement routines and rituals that are consistent within and across grade levels.

A few lessons in each launching unit are devoted to the management of a reading classroom. However, depending on student need and experience, additional lessons on management may be needed. Also, it is assumed that many of these routines and rituals go across curricular areas so they will be addressed and taught throughout the school day and not just in reading workshop. This shift in focus allows more mini lessons to be devoted to supporting students in cycling through the reading process and acquiring a toolbox of reading strategies.

The following are a collection of routines and rituals teachers may want to review. Select based on students' needs.

Routines
- Opening Routine
- Mini-Lessons
- Sending children off to work
- Independent work time
- Closing Routine or Share
- Partnerships

Opening Routine – Beginning Each Day's Reading Instruction
- Meeting area/ Room arrangement
- Signal for students to meet for reading workshop
- What to bring to meeting area
- Partnerships at meeting area

Mini-lessons – The Fuel for Continued Growth
- Student expectations as they participate in a mini lesson
- Partnership guidelines
- How students sit during a mini-lesson and share

Sending Children Off to Work – Transition from Mini-lesson to Work Time
- Expectation to "go off" and get started working
- Dismissal options

Independent Work Time – Students Working on their Own
- Assigned reading spots
- Getting started
- Students work initially without teacher guidance and/or conference
- Nature of Children's Work – Reading focus
- Role of Mini-lesson
- Conversations in Reading Workshop: productive talk, silent reading time & whole-class intervals for partnership talks
- Signal for noise volume
- Mid-Workshop Teaching Point
- Flexible reading groups (strategy or guided reading)
- Teacher conferences
- Productivity – early in the year, later in the year (expectations)
- What to do if you need assistance – Example: "Three before me" (Students must ask three students before asking the teacher.)

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Routines and Rituals: Building a Community of Independent Readers, Continued

Closing Routine – Managing the Share Session
- Signal to meet
- Share session at meeting Area
- Celebration of Growth

Partnership Routine – Being an Effective Partner
It is recommended that several mid-workshop teaching points focus on teaching students how to build effective partnerships.
- Turning and Talking – discussing something with a partner per teacher's guidance
- Who goes first?
- Compliments can be helpful when they are specific
- Constructive suggestions – people can be sensitive about their work, so it's best to ask questions or give suggestions in a gentle way
- One helpful way to listen (or read) a partner's work is to see if everything is clear and makes sense
- How partners can help us when we are stuck
- Effective questions to ask partners
- If your partner has a suggestion, it may be worth trying (value the input/role of partnerships)
- Appropriate times to meet with your partner, where to meet with your partner, why to meet with your partner

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Read Aloud with Accountable Talk (Interactive Read Aloud)

Read -aloud with accountable talk is a critical component of a balanced literacy program. The purpose of read-aloud with accountable talk is to model the work that readers do to comprehend books and to nurture ideas and theories about stories, characters and text. During this interactive demonstration, the teacher has purposely selected text and flagged pages with the intention to teach a specific skill or strategy. The teacher is reading so children can concentrate on using strategies for comprehension and having accountable conversation about the text. Students are asked to engage with the text by responding to one another or through jotting notes about their thinking. The teacher scaffolds children with the kinds of conversation they are expected to have with their partner during independent and partner reading. This demonstration foreshadows the reading work that will be done in future mini-lessons and units of study. In other words, what is practiced and demonstrated in mini lesson should have been modeled and practiced in read aloud before becoming mini lesson content.

Since read-aloud is done **outside** of Readers Workshop the following planning continuum provides teachers with a map to possible foci within read -aloud. This planning continuum aims to support teachers with upcoming strategies that will be taught in mini-lessons and future units of study.

Suggested Books for Read Aloud and Mini Lesson Use:
The text Tiger Rising by Kate Dicamillo is referenced throughout the unit of study, to support teacher planning but it is assumed that the reading of this book will conclude at least by the second week of the unit and a new "strong character" chapter book or short stories will begin at that point. This structure gives a reader varied modeling with more than a single story's characters. This is why short stories, picture books and digital text are still listed and referenced within the unit and lessons. Any text, fitting the unit objectives and teaching point, is up for choice.
- Short in length (Start to finish no more than 2 week read)
- Plot and problems/issues of characters might be of interest to reader based on age/experiences
- Themes relatable to reader based on age/experiences
- Characters with personality quirks, habits, motivations, troubles and actions.
- Characters that allow readers to walk in the character's shoes; characters complex enough for readers to envision and predict as if the character.
- Characters that help readers learn lessons they can apply to their own life experiences

These criteria and suggested text can be used to choose alternative text throughout the unit based on teacher/school resources.

Books in BOLD print are referenced in mini lessons throughout the unit to serve as examples.
Digital Text
- **"Akeelah and the Bee" Trailer (Session 15)** *https://www.youtube.com/watch?v=8Sf4Lwxg6lQ*
- Many short clips of popular/appropriate movies and TV shows will work here: Diary of a Wimpy Kid and The Adventures of Tin Tin are also fictional stories with characters to analyze. The need to watch the entire movie is not always necessary when working the scenes into mini-lessons, read aloud time and share.
Picture Books
- **The Memory String By Eve Bunting**
- **Those Shoes by Maribeth Boelts**
- **Better Than You by Trudy Ludwig**
Collections of Short Stories
- **Every Living Thing by Cynthia Rylant**
Short Chapter Books (50-100 pages)
- Jake Maddox books
Chapter Books
- **Tiger Rising by Kate Dicamillo – Began reading near the end of Launching Unit in order to utilize and reference in Fourth Grade Analyzing Character Study Unit 2. It will be important to show jotting and posting sticky notes inside the read aloud, due to teacher jottings serving as examples in Session 13.**
- Edwards Eyes by Patricia MacLachlan
- The One and Only Ivan by K.A. Applegate

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Reading Aloud and Reading Workshop Focuses Across the Year

	September	October	November
Unit of Study	Readers Launch a Reading Life **Utilize narrative and informational text. Turn to narrative, strong character text final week**	Readers Study Characters **Utilize narrative, strong character books, initially. Turn to nonfiction expository, narrative nonfiction and hybrid nonfiction final week**	Nonfiction Reading: Using Text Structures to comprehend expository, narrative and hybrid nonfiction **Utilize nonfiction expository, narrative nonfiction and hybrid nonfiction**
Read Aloud Books	• Short (picture books/chapter books/short stories) • Plot and problems/issues of characters might be of interest to reader based on age/experiences • Themes relatable to reader based on age/experiences • Character development sophisticated enough to study and reference in Unit 2 Character Study • Books like The Memory String by Eve Bunting and Locomotion by Jacqueline Woodson	• Characters with personality quirks, habits, motivations, troubles and actions. • Characters that allow readers to walk in the character's shoes; characters complex enough for readers to envision and predict as if the character. • Characters that help readers learn lessons they can apply to their own life experiences • Books like The Tiger Rising by Kate DiCamillo- • The One and Only Ivan by K.A. Applegate • Edwards Eyes by Patricia MacLachlan	• Text formatted with short sections of meaningful information • Topics and content of interest to readers based on age/experiences • Two different text representing each category; expository, narrative and hybrid nonfiction • Books like Marine Creatures by Kerry Nagle, Chocolate By Hershey: A Story About Milton S. Hershey Betty Burford and One Tiny Turtle by Nicola Davies
Read Aloud Focus (Each suggestion may build across days and books)	• Readers see the story in their mind as they read keeping track of characters, problems or issues, events, and resolutions/solutions • Readers stop, reread and think to clear up confusion • Readers take the time to figure out unfamiliar words and keep on reading so that meaning isn't interrupted • Readers see a movie in their mind to keep track of what is happening in their text • Readers refer to details and examples when making inferences • Readers summarize sections of text and paraphrase important information throughout the text as they recount • Readers determine the author's message • Readers summarize the text choosing details	• Readers get caught up in the world of the story by envisioning as if they are the character. • Readers imagine and infer the world of the story. • Readers create scenes as in movies and TV shows to see how the character looks, moves, sounds and behaves. • Readers think about what kind of character the person is • Readers pay attention to the actions of the character and see those actions as a window into understanding more about that character • Readers ask questions like: "What does the character want?", "What obstacles are in their way?" "How does he/she respond to those obstacles?" • Readers consider what the character will do next and let these predictions lead them to theories	• Readers do a lot of thinking about the title and subtitles before they begin reading • Readers make predictions based on titles, subtitles, text features what the text will be about or tell • Readers summarize small parts of reading before moving on • Readers become experts on topics-teaching others the information. • Readers talk to others to slow down their thinking about a topic. • Readers ask, "I wonder why?", "Did you notice?", "what else can I add to these ideas?" • Readers know that reading narrative nonfiction is like reading a story. • Just as readers get to know characters in

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

	with the author's message in mind	about characters. Example: Prediction: "Rob will be able to talk to Sistine about his mom" Theory: "Sistine helps Rob heal by helping him open up about his mom".	books, readers of nonfiction get to know the topic.-Seeing the topic like the main character
	• Readers discuss how pictures create mood, aspects of character or setting on book covers and picture book pages • Readers compare and contrast author's message, themes (Example: Overcoming Hardship and Care for Another using <u>Locomotion</u>, <u>Stone Fox,</u> <u>Those Shoes,</u> and <u>"The Play That Changed Lives for the Better"</u> or Family and Loss using <u>Kindred Souls</u> and <u>The Memory String</u> and <u>How a 14-year old turned shooting baskets into $100K for troops)</u> • Readers listen to partners and say something back to their partner about what was said. (staying on topic) • Readers keep on open mind by considering others ideas. • Readers pose and respond to specific questions to clarify using text details • Readers participate in whole class conversations • Readers link their remarks to the comments of others • Readers continue a conversation through multiple exchanges • Readers follow expectations for talking with others (soft voice, eyes on speaker) • Readers ask and answer questions to seek or give help. • Readers ask and answer questions to clarify understanding. • Readers summarize details from the text • Readers paraphrase portions of text when speaking to others	• Readers read like a detective growing ideas about what lessons the characters teach • Reading like a detective readers watch for recurring details to say what the author wants the reader to notice, which helps understand the character more deeply. Example: closed suitcase, cage, rash…taken together what do they say about the character • Readers use the lessons characters teach to think about author's message and themes • Readers grow many ideas about characters vs. one idea	• Readers pay attention to the most important details by considering the plot of the narrative information • Readers use pictures in their minds to help make sense of confusing parts or words • Readers make sense of narrative nonfiction by stringing together facts and thinking about the big idea that holds them together

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	1
Concept	Readers envision characters in order to make predictions and inference
Teaching Point	Readers make mental movies to make their characters come to life as they read

Materials	
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks ● Pencils/pens ● Chart paper	● Teacher's conferring notes (clipboard/binder/tablet) ● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising by Kate Dicamillo - Chapters 1 and 2 have been previously read aloud** ● **Begin Building Anchor Chart: Analyzing Characters to Grow Theories (Resource Packet)** ● **On post-its to share with class during demonstration:** *I can see…I feel like it's…I picture…I can hear…I can smell… If I'm Rob, I feel…*

Tips	● Almost all of the routines, procedures and materials put into place in unit 1 will continue throughout the year. Reading logs, "books to read" list, book buzz sign up and jot lot will be ongoing. ● Fourth graders should be reading for 30-40 minutes each day, at this time, during independent reading. The stamina chart and timer may or may not be needed dependent on focused reading minutes during independent reading. ● Most lessons assume that the strong character development read aloud text, like The Tiger Rising, has been previously read aloud before the lesson which references it pages. ● Anchor charts are not mass produced and distributed at this time. The sample charts in the resource packet are supplied to give teachers an idea of what should be "anchored" in reader's repertoire of strategies by the end of this unit. Adding a teaching point almost each day to the anchor chart helps focus reader's attention on their tasks based on instruction. Teachers should feel free to use their own titles and words based on their teaching style as anchor charts are put into use. Supplying each reader with an individual chart once a string of lessons has been taught certainly is appropriate and supportive. Additionally, expectations from previous grade levels might be turned into table tents or individual book marks, reminding readers to use what they know. ● When working on deepening comprehension, it can be helpful for readers to see the text that teachers are demonstrating with and the text teachers expect readers to use during the active engagement. Providing the text on a document camera or smart board allows readers to see exactly what you are flagging or pointing out and also allows them to reread for understanding when it is their turn to try out the strategies. ● Make sure chapter 1 and 2, The Tiger Rising, has been read aloud before session 1. Additionally, jot and post notes throughout the read aloud to reference especially in Session 13.

Connection	● *Readers, I want to tell you about a time when I was reading and the character in the book came to life for me. I could actually see the character in my mind as I read the book.* ● Share a personal account of a time a character came to life for you. ● *Maybe you have done the same thing with a character you have met as you were reading?* ● *If not, today, I want to teach you that strong readers make a mental movie as they read in order to make their characters come to life.*
Teach	● *Readers, I am going to show you how I make a mental movie as I am reading in order to make a character come to life. Watch me and listen to me as I read and then place my book down to share my thinking with you.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

	• Read PG 2, paragraph 1 , "It was early morning…" • Think aloud making the mental movie of the text read • I can see…I feel like it's…I picture…I can hear…I can smell… If I'm Rob, I feel… • *Readers, when I am reading, this is the thinking that I am nudging myself to create. I am reading with my mind making a movie of all the text I read. I do this so that I can make my character come to life…like I am there in the story with them. Did you hear how I did that? I used my senses and I tried to see what Rob would see or hear or feel inside.* • *This is how readers make a mental movie in order to make their characters come to life.*
Active Engagement	• *Now I want you to try this. I am going to read a little and then I'm going to ask you to share your mental movie with your partner. I will share the text on our document camera so that you can look back and reread if needed.* • Read page 5 aloud. • Ask readers to turn and share their mental movie of this scene • Listen in and coach as needed. • Teacher shares exemplary thinking with class that was overheard from partnership talk. *Reagan was making Rob come to life by….*
Link	• *So, readers, today we must begin our independent reading with our strong character books. Today is the first day of our new unit, where we will learn all kinds of strategies for analyzing our characters. As you are reading, I'd like you to flag the parts of your text where you notice yourself nudging your thinking to make a mental movie in order to make your character come to life. This work leads us to inference or see more than what the author has actually written.* • *We will spend numerous days gaining strength in envisioning our characters in order to inference and make predictions.*
Mid-Workshop Teaching Point	• *Share what you are noticing about the work readers are doing.* • *Share an exemplar example if possible.*
Partnerships	• Remind readers to share their flagged pages and that you will be listening into their conversations to assess conversation skill as well as their ability to create mental movies during partnership conferences.
After-the-Workshop Share	• *Readers, I have titled a new chart which reads, "Analyzing Characters to Grow Theories". Over the next few weeks I will show you many strategies for bringing the characters in your books to life.* • *I wrote here, Readers make mental movies to bring their characters to life.* • *This is a strategy you can use on every page as we work through our character study.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	2
Concept	Readers envision characters in order to make predictions and inference
Teaching Point	Readers step inside the story and envision the main character's world.

Materials		
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks ● Pencils/pens		● Chart paper ● Teacher's conferring notes (clipboard/binder/tablet) ● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising** by Kate Dicamillo or chapter book with strong character development previously read aloud to class ● **Anchor Chart: Analyzing Characters to Grow Theories(Resource Packet)**

Tips	• Make sure chapters 3 and 4, <u>The Tiger Rising</u>, have been read aloud before session 3. • In most lessons, after the Active Engagement, it is the teacher who shares exemplar examples of what was overheard while listening in to reader's attempts with use of the strategies. This saves time within the lesson and also allows for teacher choice with what examples are showcased for the whole class instruction. Calling on readers randomly to share their ideas in the mini-lesson is <u>not </u>suggested throughout these units. • Read aloud <u>Every Living Thing</u>, "Slower than the Rest" by Cynthia Rylant, Page 1-4 through last paragraph on top of page 5. Stop before Leo says "When somebody throws a match…" Read just for enjoyment without discussion, before session 4.

Connection	• *Readers, each and every day you live your own story. You are the main character in the story of your life, aren't you?* • *You and I, in our life, see what we see and hear what we hear because we are living it.* • *Readers actually have the strength to not only see and hear and feel in our own life but we actually have the strength to live in the world of our characters if we envision that we are there.* • *Today, I want to teach you that readers step inside the story to envision the characters world.*
Teach	• *I'm going to read a little of, <u>The Tiger Rising</u> and I'm also going to think aloud for you. I'm going to use all the details the author gives me to step inside this story.* • Read first full paragraph on page 6 • *As I notice the details and envision this scene…* • Share how you are in the scene with Rob and the brothers…feeling like Rob, seeing what Rob sees, hearing what Rob hears. • *So from this paragraph, noticing the details-I was able to step inside this story and envision Rob's world at this moment.* • *I'm going to jot quickly "Rob's world is ….(add a quick list describing based on your think aloud).* • *Readers, do you see how I read, then, I stepped inside the story as if I was Rob? I also jotted a quick note about what I envisioned here. This is the work you will do today inside your own reading.*
Active Engagement	• *I'm now going to read a bit more and this time, I want you to use the details-to help you step inside Rob's world. As you are stepping inside this story, think about what words you would jot on your post-it.* • Read second full paragraph on page 6 • *Readers, you just stepped into Rob's world and now I want you to share with your partner what it is you see and hear and feel as you envision being inside his world.* • Choose one or two examples of what you heard from readers that showcases envisioning the character's

	world.
Link	• *Readers, today, read your books like we did right here. Notice the details and let these details help you step inside the characters world by envisioning what it is like.*
	• *Remember to flag pages where you are envisioning and now add jots or a little list of words to describe how you see your character's world.*
Mid-Workshop Teaching Point	• *Share jots that show a reader envisioning the world of their character.*
Partnerships	• *Remind readers to share their jots and pages where they envisioned their characters*
	• Teachers are conferring with partnerships or meeting with small groups
After-the-Workshop Share	• *Readers, let's add to our chart, "Analyzing Characters to Grow Theories" readers step inside the story to envision the character's world*
	• *But I have one more thing for you to think about. Readers don't just step inside the world of the main character.... We sometimes take the time to step inside the world of the supporting characters or secondary characters, too.*
	• Share your thinking and envisioning as you step into Billy and Norton's world on page 6.
	• *Readers, by envisioning the world of the supporting characters along with the world of the main character we come closer to really feeling like we are there in their world. We also may learn more about our main character, when we take the time to stop and think about the supporting characters.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	3
Concept	**Readers envision characters in order to make predictions and inference**
Teaching Point	**Readers connect to characters experiences to empathize with them**

Materials		
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks ● Pencils/pens		● Chart paper ● Teacher's conferring notes (clipboard/binder/tablet) ● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising** by Kate Dicamillo or chapter book with strong character development previously read aloud to class ● **Anchor Chart: Analyzing Characters to Grow Theories(Resource Packet)**

Tips	• Make sure chapters 5 and 6, <u>The Tiger Rising</u>, have been read aloud before session 5. • See if you can find a partnership worth sharing with the class today for after the workshop share. Teachers might just describe the ways in which the partnership works and talks together and their process for making partnership time focused or allow the partnership to reenact their meeting as long as teachers have observed their process and behaviors.

Connection	• *Readers, I have been watching you as you read and have noticed that sometimes, some of you, are in the middle of reading and you make your face show the feeling of what you are reading…for example your face might look sad…or you may be laughing or sometimes we even hear a gasp, in shock.* • *This happens to readers because they are imagining being in the story. We want to make sure this is happening all the time.* • *You connect with what is happening to the characters and you know how it would feel to be there, right? We call this empathizing…when you can feel what someone else is feeling even though it is not happening to you. You are able to do this because you may have had a similar experience or know about a similar experience.* • *Today I want to show you that readers connect to characters experiences to empathize with them or feel what they feel.*
Teach	• *I am going to demonstrate connecting to an experience of Sistine's. I am going to make myself imagine that her experience is mine. Listen as I think about how I feel having read Sistine's experience. I want you to really watch and listen to what I think because I'm going to have you tell your partner what I did to empathize with Sistine.* • Read page 8 second paragraph to middle of page 9. • Connect with how Sistine must feel being teased on the bus. • Use: "I know just how she feels, I remember a time…, This reminds me…, I understand…" • *Readers, do you see how I took Sistine's experience…her conversation with her Noton and Billy and made it like I was there, I was Sistine. We call this stepping into the character's shoes.* • *I was imagining how it's hard to step into a new situation in the first place. And then to have bullies tease you as soon as you step onto the bus..* • *I was really trying to connect with Sistine's experience so I could empathize with her or feel how she was feeling. I think she was feeling nervous and maybe even scared even though she didn't show it-I can remember many times in my life when I have been so nervous about the way other children were treating me.*
Active	• *Now, I want you to turn to your partner and the two of you think about what I did and see if you can*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

Engagement	*describe how a reader connects with a character to empathize with them, because you will be doing this work, too.* • *Turn and talk to your partner* • Share some of the descriptions you heard readers sharing that showcase connecting and empathizing with a character.
Link	• *Today, in addition to envisioning what characters …add this thinking from today's lesson by jotting a quick note like this (Demonstrate) Write the letter "C" for connect and then just list the feelings you imagine your character to have based on your connection.* • *So my post-it would look like this: Letter "C" I'd place it on page 1, where I connected with Sistine and I'd list the feelings Nervous and scared. This jot would remind me to share my experience with my partner.* • *As you head back to read, I will write on our chart-readers connect and empathize with characters*
Mid-Workshop Teaching Point	• Share readers examples of the strategies in use based on the previous lessons in an effort to build a repertoire of strategies across time.
Partnerships	• Remind readers of all the talk that could be part of their time together based on previous lessons listed on the anchor chart. • Teachers are conferring with partnerships or meeting with small groups
After-the-Workshop Share	• *Readers, today I found a partnership that really showed me that they knew the way a fourth grade partnership should work…(Could list that they came prepared with their jots and flags, listened to each other, kept eye contact as one person was speaking, stayed on topic, asked questions of each other, explained why they were thinking what they had shared)* • *It is important to remember that we are not only expected to be strong readers, but also be strong partners for each other.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	4
Concept	Readers envision characters in order to make predictions and inference
Teaching Point	Readers revise mental images of characters as they learn new information

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- Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest.
- If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners.
- Post-its
- notebooks
- Pencils/pens
- Chart paper
- Teacher's conferring notes (clipboard/binder/tablet)

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- **Assessment Checklist utilized throughout unit (Resource Packet)**
- **The Tiger Rising** by Kate Dicamillo or chapter book with strong character development previously read aloud to class
- **Anchor Chart: Analyzing Characters to Grow Theories (Resource Packet)**
- **"Slower Than the Rest", Every Living Thing, Cynthia Rylant**
- **Teachers have Read aloud Every Living Thing, "Slower Than the Rest" by Cynthia Rylant, Page 1-4 through last paragraph on top of page 5. Stop before Leo says "When somebody throws a match…" Read just for enjoyment without accountable discussion, before session 4.**

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Tips	• Make sure chapters 7 and 8, <u>The Tiger Rising</u>, have been read aloud before session 6. • Ask readers to return to desks with pens/pencils for After the Workshop Share today for Jot Page Assessment (Resource Packet)

Connection	• *Readers, yesterday we learned that we could connect with our characters by thinking about times in our lives when we felt the same as our character.* • *But today, I want to teach you that sometimes, readers must revise their mental images of a character as they learn new information.*
Teach	• *Readers don't just see, hear, feel and imagine as they read…they also revise their mental images of characters as they continue reading. Often, our stories provide details that nudge us to change our thinking about what our characters are really like.* • *I have a really clear picture of Leo from "Slower than the Rest". He is kind and gentle with his turtle Charlie which shows me that he is caring and an animal lover. But he is also slower to learn things that other kids learn more quickly…and he is aware of this in himself…so I think of him as self –conscious, and not very confident about what he can do.* • *I'm going to read the first three paragraphs of page 5 in "Slower than the Rest" and as I read, I'm going to stop and think about whether my mental images of Leo are changing based on the new information.* • Read and stop to revise mental images of Leo based on new details. • *Readers, did you notice how I had to revise my mental images of Leo because the details were telling me so much more about Leo. These new details nudge me to see Leo in a different way. Charlie helped him present a really engaging speech for his class. The students liked his presentation and Leo could see that they did…his teacher had tears in her eyes. So now I'm thinking that Leo is actually smarter than he thinks he is and that maybe he's really not slow at everything like he thinks he is. He has a lot of good ideas to share with the world.*
Active Engagement	• Now, I'm going to read the last part of "Slower than the Rest" and I want you to think about whether your mental images of Leo have to be revised based on the new details in the story. • Read last paragraph of page 5 to end. • Readers turn and share their revised mental images of Leo • Share the ideas overheard with the class.
Link	• *Readers, today, I want you to add this strategy to all the thinking you are doing inside your character books. Stop and notice if you are revising your mental images of your character. You might jot, I first*

	thought____ but now I think____. • *You can point out and reread these parts with your partner today during partnerships.*
Mid-Workshop Teaching Point	• Share a jot, if possible from a reader that has noticed mental images changing based on new information. • Or share the work that is successful based on the instruction of the unit. • Could also add teaching point to anchor chart
Partnerships	• Remind readers to share parts where they revised their mental images • Teachers are conferring with partnerships or meeting with small groups
After-the-Workshop Share	• *Readers, we are revising our thinking of people, like characters, all the time.* (Share a personal story where you were forced to change your mental image of a person based on new information) See example below: • *For example, there is a man who works in a party store near my house. My boys love to ride their bikes up to the store and buy candy, gum and Peace Tea. They have often told me that the man barely talks to them, never smiles, and seems annoyed that they come to the store with their friends without a grown-up. So I was thinking this man must not like children, or maybe he is annoyed by young people in his store. Maybe he just isn't very friendly.* • *But recently, I decided to walk the dog up to the party store as the boys biked. I really just felt like a walk. I waited for them outside on the sidewalk because dogs wouldn't be allowed in the store. I really wasn't thinking about the man. But a man came out and told me that I had very nice children and that they were always welcome in his store because they were polite and respectful and that they always thanked him.* • *You can imagine how surprised I was…I asked my boys if the man I spoke to was the same man they always saw and they said it was.* • *We all had to revise our mental images of that man that day….I could tell that his first language wasn't English and that maybe he felt funny talking to the kids when they came to the store…but now we think of him as very friendly and appreciative for the business, whether it's from kids or adults.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	5
Concept	Readers envision characters in order to make predictions and inference
Teaching Point	Readers use empathy for characters to make predictions about what characters will do next

Materials		
- Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. - If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. - Post-its - notebooks	- Pencils/pens - Chart paper - Teacher's confering notes (clipboard/binder/tablet) **Assessment Checklist utilized throughout unit (Resource Packet)** **Every Living Thing, "A Pet" by Cynthia Rylant** **Anchor Chart: Analyzing Characters to Grow Theories (Resource Packet)**	

Tips	- Prediction lessons require stepping into new/ unfamiliar text. This lesson could use any short story that is new for readers. Notice the way the lesson breaks the reading of the text into three parts during the demonstration, active engagement and after the workshop share. This is in an effort to keep the lesson short. - Another strategy could be to read part of a new text, in read aloud with accountable talk, before this lesson and save a small portion for dong the predicting work, inside the lesson. Referencing already read read alouds will not work here. - Continue to read aloud <u>Tiger Rising</u> novel in read aloud with accountable talk. Chapter 9 and 10 will be referenced in lesson 7. - Session 16 is an end of the unit celebration. If teachers plan to include refreshments or invite stakeholders, plan to send invitations and letter for help, as needed.

Connection	*Readers…we have already spent time learning to feel as our characters do so that we can walk in their shoes…as if we are the character…we call this having empathy or empathizing with the character.* *Today you will use that skill to help with a new strategy for making predictions.* *Today I'm going to show you how readers use empathy for characters to make predictions about what characters will do next*.
Teach	*You already know that a prediction is making a guess as to what might happen next. But as fourth graders you con not make this guess without a lot of thinking first.* *You want to use what you know about the character, especially the way they feel to help you predict what they <u>will do</u> next.* *I'm going to read just a few paragraphs from a story titled "A Pet". As I read, I'm going to stop in places and think about the skill we already know, using empathy to understand our characters. But at some point, I'm going to stop and make a prediction based on how those characters feel. Here I go.* - Read pages 26-27 but only first three paragraphs of the story. As you read establish Emma's character traits and theories about her through envisioning and empathy using think aloud. - Stop after third paragraph…*So, now, I have a prediction...I'm going to use my empathy for Emma to predict what will happen next…Let's see, Emma is the kind of girl who has been begging and begging for a pet. But her parents do not want to get a pet. She comes home from school and sees and aquarium in her room and at first she is disappointed because she doesn't really think of fish as pets…but she quickly realizes that this fish is probably all she will ever have. I can predict that Emma will become totally happy and in love with her fish because she has wanted a pet for so long. Let's think…what will she do next? She will feed and watch him and take care of him. Oh and name him.* *Readers, do you see how I didn't just predict that Emma would like her fish? Or that Emma would keep her*

	fish. I can predict these ideas, but these predictions do not use empathy…my prediction of Emma being totally happy and in love with her fish take her feelings into account. I told what I thought the character might do next based on her feelings. I stepped into her shoes to feel how she was feeling and thought, well if I felt like I would never have a pet and now I do, a fish, I'm going to be happy and take care of him.
Active Engagement	• *Now you are going to try using empathy for the character to make predictions about what the character will do next.* • *Use all that you know about Emma,* Read the rest of page 27 and stop at the first paragraph on page 29 "Emma was growing worried". • STOP • *Oh my gosh, readers…I have so many ideas in mind as to what Emma might do next…I'm thinking about how she feels about this fish …Turn and talk with your partner, what do you predict Emma will do next if you feel like she feels…* • Allow partners to make predictions using empathy • Take the time to listen in and coach. • Teacher shares one or two examples of what they heard to showcase using empathy to make predictions.
Link	• *Readers, I bet you are dying to know what Emma does, aren't you? Well…we will find out during our after the workshop share time.* • *I want to give you time to do this work inside your own text.* • *As you read, use empathy to understand your story but also to push yourself into predicting what the character wil do next based on those feelings and all that you know about your character.* • *If you make a prediction using empathy…write a quick jot like "I think Emma feels worried so she might _____next." So that you can share these with your partners when you get together during partnership time.*
Mid-Workshop Teaching Point	• Share the thinking processes readers are using to put all of their strategies into play. • Or showcase a prediction post-it based on characters feelings and the reader using empathy.
Partnerships	• Remind readers to share their predictions based on empathy but also talk about all the other thinking they are doing. • Teachers are conferring with partnerships or meeting with small groups
After-the-Workshop Share	• *Ok, readers, I am going to finish reading, "A Pet". It was hard to wait and see what Emma would do next…* • Read from 29 to end • Spend a little time closing with the teaching point and how using empathy deepens predictions from just what will happen next to what will the character do next. • Also could add that our predictions don't always match…for example we predicted she would name the fish and yet the fish already had a name and Emma didn't change his name, she liked his name. • Add teaching point to anchor chart

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	6
Concept	Readers envision characters in order to make predictions and inference
Teaching Point	Readers predict what and how details will happen

Materials	
- Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. - If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. - Post-its - notebooks - Pencils/pens	- Chart paper - Teacher's conferring notes (clipboard/binder/tablet) **Assessment Checklist utilized throughout unit (Resource Packet)** **"Stray" from <u>Every Living Thing</u> by Cynthia Rylant Anchor Chart: Analyzing Characters to Grow Theories(Resource Packet)** **The words "WHAT" and "HOW" written on large post-its or on chart paper for class to see.**

Tips	Make sure that chapters 11 and 12 in <u>The Tiger Rising</u> have been read aloud before session 8

Connection	*Readers, yesterday we learned that it is important to use empathy for characters to not just predict what will happen next, but to predict what a character might do next.* *Today I want to push our thinking a bit more with predicting.* *Today, I want to teach you that readers predict WHAT and HOW details will happen.*
Teach	*We're still going to use our empathy. We can't forget that. But we're adding a little more to our thinking.* *WHAT will the character do next…and HOW will they do it-(pointing to chart or post-its) I'm going to read another new story from Every Living Thing, titled "Stray".* *I'm going to use empathy to think about how the characters are feeling and I'm going to stop and make a prediction. But this time when I predict…I have to really listen to myself to see if I included WHAT will happen and HOW it will happen. I'll be thinking about the way the characters will behave- or what they will do, say or think.* *Read Pages 42-"Come on Pooch" page 43* *Stop* - Talk about the use of empathy…*Readers, I know how I would feel about finding a pup in the freezing cold just walking all alone… I am guessing that Doris feels sorry for the pup. She immediately calls for him and then she says "Come on Pooch". Each of these details tells me that Doris likes puppy's and she wants to see him come to her…but now I need to make a prediction as to WHAT will happen and HOW it will happen.* *Raise open flat palm of hand and point to palm…On this hand, I'm thinking of WHAT will happen…I'm thinking that Doris will want to take the puppy in to her home and keep it.AND on this hand, I'm thinking about the HOW it will happen…OK…let me think about that…well…I suppose Doris will take the dog into the house and show it to her mom and dad and ask if she can keep the pup.* *Readers, do you see how I made myself on this hand say WHAT would happen and in this hand I made myself say HOW it would happen? HOW required me to think about the actions and words the characters might use next based on the events so far.*
Active Engagement	*Now is your turn to try…* *Read page 43 From "where did that come from?" to end* *Stop* *Readers, Now you will make a prediction. Use empathy, what you understand about these characters, and in one hand point to and say WHAT will happen and in the other hand, point to and say HOW it will happen.* *Listen in and coach thinking as needed.* *Share exemplar thinking that shows a readers using all the strategies to predict the WHAT and HOW.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

Link	*I will read the rest of "Stray" during read aloud with accountable talk and we can continue to practice strategies from our character unit.* *Readers, predictions help us stay engaged with our stories and they help us stay focused on our characters. If your predictions aren't exactly the way the story goes, that doesn't matter…but was part of your prediction aligned with the way characters were feeling.* *Remember, when our predictions are off from what actually happens…we just say "AHA" I just learned something new about my character…now I think they will…and we make a new prediction based on our new information.* *Today, see if you can create a WHAT and a HOW post-it for predictions you are making. You can just write WHAT and HOW on your post-it and then list or jot a bit about that predication so you can share your thinking with your partner. You might have a prediction at the end of a paragraph or end of a page, but at least by the end of a chapter you should try it.*
Mid-Workshop Teaching Point	*Share the thinking processes readers are using to put all of their strategies into play.* *Or showcase a prediction post-it showing WHAT and HOW.*
Partnerships	*Remind readers to share their predictions based on WHAT and HOW but also talk about all the other thinking they are doing.* *Teachers are conferring with partnerships or meeting with small groups*
After-the-Workshop Share	*Readers, today I'm going to add to our anchor chart that readers predict what and how details will happen* *It is no longer enough to say "I think Dories will like the puppy" or "I think Doris will be happy about finding the pup"* *We need to predict WHAT and HOW it will happen as we are reading all our text. We do this same thinking if we are reading informational text. If I am reading about "how dogs play" I can predict that the author will say the WHAT-that dogs play with balls the HOW that I predict is that they catch them, chase them, and swim with them.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	7
Concept	Readers envision characters in order to make predictions and inference
Teaching Point	Readers step outside of the story to grow ideas about characters.

Materials	
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks	● Pencils/pens ● Chart paper ● Teacher's conferring notes (clipboard/binder/tablet) ● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising by Kate Dicamillo** ● **Anchor Chart: Analyzing Characters to Grow Theories (Resource Packet)**

Tips	● Read chapters 13, 14 and 15 in The Tiger Rising before session 9.

Connection	● *Today, readers, we are going to make an important shift in our reading lives.* ● *Today, I want to teach you that we not only step inside a story and try to see and feel and hear what the character experiences, but we also step outside of the story to help grow ideas about our characters.* ● *So a reader really has two jobs. 1. Step inside the story to really understand what our characters are going through and 2. Step outside of the story to think about the ideas or theories we have about our characters.* ● *Today I want to teach you that readers step outside of a story to grow ideas about characters.*
Teach	● *We still need to read with that wide awake mind…getting lost in the story as if we are the character but we also need to take the time every once in a while to step outside of the story and create some smart ideas about that character.* ● *We do this work with people all the time. We watch the way people act, the way they talk and treat others and we then have ideas about what kind of person they are. We might say they are the kind of person who is always helpful. Or we might say that they are the kind of person who is timid and afraid to try new things.* ● *I'm going to demonstrate for you as I read the beginning of chapter 9 in The Tiger Rising.* ● *First I'm going to read and get lost in the story as if I am Rob* ● *But then, I'm going to step out of the story and talk about ideas I have about Rob* ● Read Page 31 3 paragraphs. Stop. ● Think aloud first as Rob-hearing his dad getting him up for the day, groggy and tired still half asleep. Rob looks out the window and sees the same sign he's been seeing for days. It reminds him of a shooting star…but he doesn't make wishes. Add to your think aloud, how Rob is acting, thinking, feeling having read page 31. ● Then step outside of the text and make some smart ideas about Rob as a character at this point in the story. Example: Rob is a always thinking, I might call him a deep thinker, but he would never want anyone to know what he is thinking. In some ways, his thinking here tells me he has given up on wishing or hoping anything will get better in his life. He is giving up on making his life better. ● *Readers, do you see how first, I was trying to feel like Rob, see what Rob saw and get lost in Rob's world…but then I stepped out of Rob's world and realized that I had a lot of ideas about Rob as a person based on what I had been reading.*
Active Engagement	● Now I want you to try this. I'm going to begin reading the last sentence on page 31 and then a few paragraphs on page 32. Think about stepping out of the story and creating some smart ideas about Rob…What ideas do you have about him? ● Read a few paragraphs. Stop. Ask readers to share their ideas about Rob with their partner. ● Listen in and coach as needed. ● Share exemplary thinking overheard with the class.

24

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

Link	• *Readers, we step back from people all the time and say…they are the kind of person who…*
	• *This is just what I want you to do.*
	• *I want you to step out of the book today and say something about your character that you have learned about them from following them so closely.*
	• *You can flag those pages, where you were able to step outside and you can also jot your ideas about the character.*
Mid-Workshop Teaching Point	• Find readers who have flagged pages where they noticed they were able to create smart ideas about their characters and share with the class how the reader noticed did some thinking, and learned about their character.
Partnerships	• Remind readers of all they could be sharing and discussing given the instructional focuses across the days.
	• Teachers are conferring with partnerships or meeting with small groups
After-the-Workshop Share	• Add teaching point to anchor chart.
	• Comment on how partnerships are working and give a couple tips to help partners raise their level of conversation.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	8
Concept	Readers grow theories and gather evidence about characters
Teaching Point	Readers pay attention to characters' actions that reveal what kind of people they are.

Materials		
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks ● Pencils/pens		● Chart paper ● Teacher's conferring notes (clipboard/binder/tablet) ● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising by Kate Dicamillo** ● **Better Than You by Trudy Ludwig** ● **Those Shoes by Maribeth Bolts** ● **Anchor Chart: Analyzing Characters to Grow Theories (Resource Packet)**

Tips	• The picture books utilized in unit 1 are brought back here without rereading with the assumption that they were utilized in unit 1 over time, repeatedly. Active engagement, here, just requires two known read alouds with characters whose actions reveal the kind of people they are. • Make sure chapters 16, 17, and 18 have been read aloud of The Tiger Rising before session 10

Connection	• *Readers, we have begun the work of looking at our characters from the outside, considering the kind of people they are.* • *Today I want to teach you another strategy for uncovering the kind of person your character is.* • *Today I want to show you how readers can notice the actions of their characters to help them tell the kind of people they are.*
Teach	• *In Chapter 11 of The Tiger Rising, Billy and Norton are yelling from the bus window " Disease Boy" and "Your Limbs are going to Rot off"…these actions, their teasing and yelling at Rob, tell me a lot about Billy and Norton. If I pay attention to their actions, they reveal the kind of people they are…heartless, bullies, they like to knock people down with their words and hands, and they enjoy picking on people even people who appear to need the most help. These actions are all evidence I can collect that tell me the kind of people they are.* • *When I pay attention to Sistine's actions on the very next page, she brings Rob his homework, she agrees to change her clothes so she can go with Rob to see the Tiger, she picks up each and every one of Robs carvings and examines it with wonder…I can see that by paying attention to her actions, she cares about Rob. She is interested in what he has to say and what he does, she is a friend to Rob, whether he realizes it or not. Sistine's actions is evidence to her being kind and caring for Rob.* • *Readers, do you see how I listed characters actions and I let those actions reveal the kind of person the character was? The actions of a character can become the evidence as to why I believe a character is the kind of person I see them to be.*
Active Engagement	• *Now, I want you to think about one of the characters in these two read alouds I am holding up.* • Hold up at least two previously read read aloud books. • *Think about a character from either story and think for a minute about their actions…is there a character inside either of these stories where you could say this character's actions were _____, and this tells me this character is_____ then you can list for your partner what this character did and what it tells you about them.* • *Go ahead and first think of the character, and now use your fingers to count the actions just in your mind.* • *Now turn and talk to your partner.* • Listen in and coach as needed. • *Now readers do that next part and say "this tells me this character is____ and grow a theory about that character.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

	• Share exemplar examples with the class.
Link	• *Readers', looking for actions of the characters in our stories really isn't any different than looking for actions of people. My mom calls me to see how I am doing, she makes me zucchini bread and brings it to me, and she buys me little presents like lip sticks and pony tail holders when she is out running errands for herself. From these actions, I could tell you that my mom is thoughtful because she is thinking of me each time, isn't she? I could tell you that principal _____ is seen _____, _____, _____. This tells me she/he is _____. This is my theory about them.* • *I bet if you thought of the people close to your life you could think about the actions in their behavior.* • *Today, look for actions of your character. Really search, and think, then use your post-its to flag these spots. You might write "comforting" like I did here again and again, each time you find that pattern. Then also make yourself jot a big idea about that character or theory…like mine…Sistine is kind and caring* • *If you want to go back and do some rereading because you know of places where patterns started that is fine, too.*
Mid-Workshop Teaching Point	• Showcase a reader or two who has found patterns of behavior in their character and tried growing a theory.
Partnerships	• Remind readers to share their post-its for patterns of behavior and theories. • Teachers are conferring with partnerships or meeting with small groups
After-the-Workshop Share	• *Readers, I just want you to listen to me, think aloud about the actions of the character in _____(Previous Read Aloud)* • *Readers, it's important to remember that we can look for and notice our actions in any of our characters, not just the main character. And sometimes, by looking for actions of our supporting characters and then letting those actions tell us more about that character, we learn even more about all the characters.* • Close the lesson by showing you have or will add teaching point to anchor chart.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	9
Concept	Readers grow theories and gather evidence about characters
Teaching Point	Readers pay attention to the way other characters treat the main character to learn more.

Materials	
- Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. - If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. - Post-its - notebooks - Pencils/pens - Chart paper - Teacher's conferring notes (clipboard/binder/tablet)	**Assessment Checklist utilized throughout unit (Resource Packet)** **The Tiger Rising by Kate Dicamillo** **Anchor Chart: Analyzing Characters to Grow Theories (Resource Packet)** **Sample Character Trait List (Resource Packet) copied for each reader to put in their reading folder at After the Workshop Share** **Copies of short sections where charcters intersect with Rob in The Tiger Rising: Page 5 Billy and Norton , Page 12 Sistine, page 15 the principal, page 33 Rob's dad and page 35 Willie May**

Tips	- After the workshop share today: Be on the lookout while conferring and meeting with groups for a student who is proficiently weaving most of the strategies into their work. Showcase their process and the artifacts (post-its, flags, notebook) for the class. These student examples of process help other readers see how the thinking and reading looks and works for fourth graders. - Make sure chapters 19 and 20 have been read aloud in The Tiger Rising, before session 11

Connection	*Yesterday, readers, we were listing characters actions and then thinking about what those actions revealed about characters.* *Today's work is close to the work of yesterday.* *Today I want to teach you to pay attention to the way characters treat the main character to learn more about your characters.*
Teach	*When we were reading chapter 13 in The Tiger Rising, I really was thinking about the way Sistine was treating Rob…Let me read a little to remind you.* *Read page 46.* *Sistine is confiding in Rob, isn't she? She has told him about her mom growing up in Lister and her dad and his affair and how her dad is going to come to Lister to get her. So let's think about how she is treating him… She is treating Rob as a trusted friend. No one in the story up until now has really spent a lot of time talking with Rob, except for maybe Willie May.* *But then, Sistine gets really angry with Rob in this next scene, because he won't tell her about his mom. She decides to walk out of the forest and leave him there, she tells him she doesn't care about his stupid tiger. So let's think about how Sistine is treating Rob…Well…I think she's treating him as if he has hurt her feelings Rob's silence makes Sistine angry because she is hurt that her friend won't also confide in her.* *By Sistine walking out of the forest away from Rob, she actually gets him to tell her about his mom. Sistine, by the way that she treats Rob, helps Rob open up his secret. I think here in this part, I start to change my ideas about Rob a bit. I didn't think he would ever open up or talk about his feelings, but now I'm thinking, maybe a friend like Sistine will help him open up.*
Active Engagement	*I am going to handout to partners a section of text where a character is interacting with Rob. I want you to read it and think about how the character is treating Rob and then what you learn from that interaction. Nudge your thinking to say what more you learn about Rob the Main Character.* *Copies of short sections where characters intersect with Rob in The Tiger Rising: Page 5 Billy and Norton , Page 12 Sistine, page 15 the principal, page 33 Rob's dad and page 35 Willie May*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

	• Listen into conversation and coach as needed
	• Share thinking and talk overheard that shows learning more about Rob by looking at these interactions.
Link	• *Readers, today, please notice the way characters treat your main character. Jot a note about what you learn from that interaction.*
	• *I will be looking for all of our work to come together as you read, but make sure to pay attention to the way characters treat your main character so that you can learn more.*
Mid-Workshop Teaching Point	• Showcase a reader or two who has found places where their characters interact and they learn more about the main character
Partnerships	• Remind readers to share their post-its
	• Teachers are conferring with partnerships or meeting with small groups
After-the-Workshop Share	• Add teaching point to the anchor chart.
	• Bring closure to workshop by talking about readers' processes and artifacts that show work related to today's teaching point or other instruction readers find challenging.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	10
Concept	Readers grow theories and gather evidence about characters
Teaching Point	Readers notice when characters act in surprising ways and think about what this reveals about them

Materials	
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks ● Pencils/pens ● Chart paper	● Teacher's conferring notes (clipboard/binder/tablet) ● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising by Kate Dicamillo** ● **Anchor Chart: Analyzing Characters to Grow Theories (Resource Packet)** ● **A few fiction read aloud books that have been previously read aloud before this lesson for the active engagement, that may contain a character who has acted in a surprising way**

Tips	• The connection uses a personal story. Think of a time someone's behavior surprised you based on previous behaviors. Teachers should feel free to personalize based on their own experiences. • Read chapters 21 and 22, The Tiger Rising before session 11. • Session 19 is the final day in Unit 2. If you plan to celebrate in ways that involve refreshments or donations, plan to send a letter for assistance if needed.

Connection	• *Readers, yesterday we learned that we can pay attention to the way other characters treat the main character in order to learn more about our characters. Today I want you to notice if a character surprises you based on the way they've been acting.* • Tell a quick story about a time someone surprised you based on previous behaviors. • *Just like people can surprise us, so can our characters. We think our character is one way, and then they act in a very different way. These surprises can help us truly understand people and characters.* • *Today I want to teach you that readers notice when characters act in surprising ways and then they think about what this surprise reveals about the character.*
Teach	• Refer back to your personal story and ask yourself "why did _____act this way?" Make a few guesses as to why the person acted as they did. *Characters like people are complicated they aren't just one way.* • *Readers, do you hear how I noticed that _____ acted in a surprising way and then I asked, "Why did they act this way? AND THEN, I made a few guesses as to why.* • *If I do this same thinking inside my reading I have to think about Sistine. When we first meet Sistine, We get the idea that she's somewhat rude and rough and at times, mean. Remember in chapter 4 when the teacher introduces Sistine to the class. She tells them that she believes everyone in the south is ignorant…which means stupid…and she is in the south, right? Florida is a southern state.* • *But when I get to page 44 and Sistine is in Rob's room looking at his wooden carvings and she is really impressed with them…she surprises me…she's complimenting Rob-telling him he's like Michelangelo who painted the Sistine Chapel.* • *WOW! Wasn't that really surprising?* • *Do you see readers, how I am noticing what is surprising about a character's behaviors? Now I have to ask, "what does this reveal about the character?"* • *Well…I think it reveals that Sistine does have a soft spot in her heart. It also reveals that she might be starting to see Rob as a friend.*
Active	• Now I'm going to hold up some of the books, we have read for read aloud. I want you to think about

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

Engagement	whether any of these characters acted in surprising ways and also what does that surprise say about them.
	• *Did any of the characters act in surprising ways?*
	• *Turn and talk to your partner.*
	• *Listen in and coach as needed*
	• *Share with the class different responses you heard from the class.*
Link	• *This is just another place for thinking and another place for flagging and jotting. If you find a place in the book you are reading where your character has acted in a surprising way I want you to stop there, and think about why they did. Jot a quick note of your thinking like this –(could demo quick jot/place in book)*
	• *This way you will be able to share your findings with your partner.*
Mid-Workshop Teaching Point	• Look for evidence of readers noticing surprising behaviors by characters.
	• Share artifacts with class
	• Add Readers notice characters act in surprising ways to the anchor chart
Partnerships	• Remind readers to talk and share based on today's lesson but also based on the long anchor chart of strategies collected.
	• Teachers are conferring with partnerships or meeting with small groups
After-the-Workshop Share	• *Readers, I was thinking about today's lesson and I started to wonder if it was mostly the supporting characters or secondary characters who acted in the most surprising ways. Or if our main characters acted in surprising ways, too. Over the next few days, I'm hoping you'll help me think about whether only supporting characters act in surprising ways or if main characters do, too.*
	• *This is a little inquiry we can do together as a class of readers. If you find a main character acting in surprising ways please write "MC" for Main Character, their name and your name on a post-it and place it on our jot lot. If you find Secondary/Supporting Character acting in surprising ways...then write "SC" their name and your name and place it on our jot lot.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	11
Concept	Readers grow theories and gather evidence about characters
Teaching Point	Readers think about what they learn from the objects a character holds close

Materials	
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks	● Pencils/pens ● Chart paper ● Teacher's conferring notes (clipboard/binder/tablet) ● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising by Kate Dicamillo** ● **Anchor Chart: Analyzing Characters to Grow Theories (Resource Packet)**

Tips	• Make sure to read chapters 23 and 24 in The Tiger Rising before session 12 • Another way to connect with readers in this lesson might be to list a few famous characters from series or TV and movies that hold objects close. Examples might be from the Magic Tree House Series – Jack with his backpack and notebook, Marvel Superheroes – with their tools that bring extra power or someone like Harry Potter (Even SpongeBob likes to keep Gary close…that tells you a little more about him).

Connection	• *Readers, yesterday we learned to notice when characters acted in surprising ways. We try to avoid thinking that a character is only one way so that we can recognize when our ideas or theories about our characters change.* • *Today I want to teach you that it is equally important to think about what you learn from the objects that a character holds close.*
Teach	• *The objects that a character holds close to them almost always reveal something about the character.* • *For example Rob carves little figures out of wood. This is a skill that his mother taught him. Rob is nervous and proud the first time Sistine sees his carvings. These figures are probably important to Rob because they remind him of his mother. Whittling is something he and his mom did together. I bet they help him feel close to his mom and maybe they help him feel less lonely.* • *Do you see readers how I first thought about the object? Wood carvings. But then I nudged my thinking to what the wood carving might say about Rob. The object helped me learn more about my character.*
Active Engagement	• *Readers, now I want us to think about Sistine…what is something that she holds close? What is she always talking about and telling people about? (her name, the Sistine Chapel, memories of her dad)* • *Turn and talk to your partner.* • *What does that tell you about her?* • *Turn and talk.* • *Listen in and coach as needed.*
Link	• *So today readers, while you are reading, think about whether any of your characters have objects that they hold close and then nudge your thinking to consider what you learn about the character seeing that the object is important to them.* • *You can flag your pages where you find these objects. You can use the code "O" on your flag or objects…but you might also jot a note, about what the object is teaching you about your character.*
Mid-Workshop Teaching Point	• Highlight post-it notes where readers have been able to code "O" for objects and also talk about what the readers has learned based on that object.
Partnerships	• Have partners share their post-its and flagged pages. • Teachers are conferring with partnerships or meeting with small groups
After-the-	• Add teaching point to anchor chart

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

Workshop Share	• *Readers, characters aren't the only ones who hold objects close. I bet if you think about it…you hold certain objects close too.*
	• *My middle son, who is ten, still keeps a blanket on his bed that was his when he was just a baby. His grandma made it and when he was little he loved to loop it's kitting around his fingers as he fell to sleep. The blanket is all ratty and worn, now…but I know he still loves it because it reminds him of feeling comfortable and loved.*
	• *Think for a minute…do you have anything that you hold close to you that might tell people more about you if they saw you with it or knew about it?*
	• *If you feel comfortable sharing about that object, talk to your partner. If not, just be a listener.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	12
Concept	Readers grow theories and gather evidence about characters
Teaching Point	Readers use precise, exact words to describe characters action

Materials	
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● Notebooks ● Pencils/pens	● Chart paper ● Teacher's conferring notes (clipboard/binder/tablet) ● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising by Kate Dicamillo** ● **Anchor Chart: Analyzing Characters to Grow Theories(Resource Packet)** ● **Character Trait List: Copied for each reader** **http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf**

Tips	● Make sure to read chapters 26 and 27 in The Tiger Rising before session 13 ● During partnerships meetings, watch for a partnership that is using precise words, and juggling all of their reading work to talk with exact words to describe characters and their actions. Have them repay their partnership in a "fishbowl' structure during After the Workshop Share.

Connection	● *Readers, as I listen to you talk in your partnerships, during partnership time I am noticing that some of you are using many words to describe your characters and what you are learning about your character while others are somewhat stuck with using that same three or four words each day.* ● *Yesterday I heard a readers say that their character was really nice and she was nice and good most of the time. It made me think that there were probably other words besides, nice and good that the reader could have been using if they knew that they should really think about the exact words that match their characters behavior.* ● *So today I want to teach you that when readers are speaking and writing, they use precise or exact words to describe their characters and the action of their characters.*
Teach	● *I want to show you how I use this character trait list to help me think of more precise words for my character than just nice or mean or good or bad* ● *http://www.readwritethink.org/files/resources/lesson_images/lesson175/traits.pdf* ● *I'm going to read a little and then think about the words I can use to talk about the characters I've read about.* ● Read page 51 starting with the third paragraph and stopping at the sixth paragraph on page 52. ● Explain how you first describe Sistine and her actions and THEN how you nudge yourself to use more precise words. ● *First: Sistine is bossy. She seems to order Rob around a lot. The tiger isn't hers. Yet she talks about what she and Rob should do with it as if the tiger and the decision belong to her.* ● *THEN: The word bossy isn't the most precise word I could use. I rewind and I think more carefully about her behavior. Sistine is not only bossy…she is controlling and feisty. She is also passionate. She is fighting for that tiger with all her might. She is really determined. She wants to save the tiger, She wants to set him free. Sistine is on a mission. I'm making inferences because I am saying more than the author has written…I'm making more of Sistine's actions as I find those exact words.* ● *Readers, I hope you were watching and listening to how I first said one thing, but then I went back and I actually said more about Sistine so that I could be more precise about the words I use to describe her and her actions. Did you hear the evidence I was collecting to support my thinking?*
Active	● *Now, I'm going to continue reading so that you can pay attention to Rob's actions and use precise words to*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

Engagement	*describe him and his actions. I'm going to pass out a character trait list to all of you. You can keep it in your reading folder and refer to it today and every day.*
	• *Read starting where you left off on page 52 until the end of page 53.*
	• *Readers, think about Rob and his actions. Nudge yourself to use precise words to describe his actions.*
	• *Talk with your partner*
	• *Teachers listen in and coach.*
Link	• *So readers, when you read today and you jot and talk with your partner, reach for the most precise words to describe your character and their actions. You will talk with your partner today, growing ideas and theories about your characters. I will be listening as you work together.*
Mid-Workshop Teaching Point	• *Readers, I am going to add our teaching point to our anchor chart*
	• Show example and explain student's thinking.
Partnerships	• Remind readers to reference the anchor chart to remind them of all the work they can be talking about together.
	• Teachers are conferring with partnerships or meeting with small groups
After-the-Workshop Share	• *Readers, today I asked Eli and Jacob to share what they have been talking about in their partnership. Let's pay attention to the way this partnership works together.*
	• *Have readers notice and name what the partnership does well given all of the instruction listed on the anchor chart.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	13
Concept	Readers move from inference to interpretation
Teaching Point	Readers search for patterns in their notes to nudge thinking about characters

Materials	
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks ● Pencils/pens ● Chart paper ● Teacher's conferring notes (clipboard/binder/tablet)	● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising by Kate Dicamillo** ● **Jottings and postings throughout the teacher read aloud book** ● **Anchor Chart: Analyzing Characters to Grow Theories (Resource Packet)** ● **Teacher Page of Post-it Notes (Resource Packet)** ● **Student Page of Post-it Notes (Resource Packet)** ● **Written on chart paper: This is important to because…, This makes me realize that…,The bigger idea here is that…**

Tips	
	• Make sure to have read chapter 28 in The Tiger Rising, before session 14 • In this lesson teachers are showing how to look at notes to analyze and grow new ideas. It will be important to have teacher jottings and postings inside a read aloud book to show readers how readers search for patterns of thought by looking back at their notes. • You might use or recreate the teacher and student page of post-it notes that is in the resource packet. • Readers will write in their notebooks today.

Connection	
	• *Readers, we have all been jotting post-its as we have been reading our books and learning about characters. Some of your books are overflowing!* • *Something we can do with all this note-taking is to take some time to organize our thinking by sorting these post-its.* • *Today I want to teach you that readers search for patterns in their notes to nudge their thinking about characters in new directions.*
Teach	• You might use or recreate the teacher page of post-it notes that is in the resource packet. • Explain that you are going to flip through your read aloud book and pull out post-its looking for thinking that goes together or a pattern of thinking. Use a notebook and write page numbers on the paper for each of your post-its. • As you do this, explain that your own book reminds you of a kitchen drawer full of all kinds of stuff like spoons, ladles, coupons, scissors, rubber bands…It needs organizing. Just like your book needs organizing. There are so many things in the kitchen drawer that if you took the time to put items that go together you would be able to see what you have and you might even find some things you forgot you had. • Explain that the same thing happens with post-it notes holding all of a reader's thinking. You have so much thinking throughout the book that it is important to organize it to see what you have and possibly find thinking you even forgot you had. • Think aloud as you do this by talking about how certain post-it notes go together because they follow a pattern or similar thinking. Group related post-its together on a single piece of page in the notebook and leave unrelated post-its isolated from groups. • Demonstrate writing a theory based on the thinking you are now having seeing the thinking grouped together. Use the prompts written on chart paper to show readers how to nudge their thinking about their characters in new directions.
Active	• Distribute the Student Page of Post-its (Resource Packet) and ask readers to do just as you did by thinking

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

Engagement	about which notes go together.
	• They should also use the prompts to nudge their thinking in new directions.
	• Listen and coach as needed
Link	• *Readers, today you will use your reader's notebook to place your post-its into groups that go together. Look for patterns of thinking/jotting. If the thinking is related or on the same topic, put those post-its on one page in your notebook. Leave a place at the bottom just like you see on this post-it page so that after organizing your post-its on that page, you can write a theory you have or a new idea you have based on revisiting your post-its.*
	• *You certainly can use the prompts: This is important because…, this makes me realize that… or the bigger idea here is… to get your thinking started*
	• *So I should see readers, looking back over post-its, rereading, organizing post-its on pages and writing in their notebooks a theory or idea you have from your notes.*
Mid-Workshop Teaching Point	• Look for readers doing this work of organizing post-its and showcase their process for the class.
	• Encourage readers to write a theory at the bottom of each page where post-its are grouped.
	• While conferring with individuals find a reader whose work could be shared during the after the workshop share time.
Partnerships	• Ask partners to share the way they grouped post-its and their theories.
After-the-Workshop Share	• Replay readers' process for grouping their thinking and writing theories.
	• Add teaching point to the anchor chart

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	14
Concept	Readers move from inference to interpretation
Teaching Point	Readers continue to read with their theories in mind and revise or confirm thinking

Materials	
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks ● Pencils/pens	● Chart paper ● Teacher's conferring notes (clipboard/binder/tablet) ● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising by Kate Dicamillo** ● **Every Living Thing, "Slower than the Rest"by Cynthia Rylant** ● **Anchor Chart: Analyzing Characters to Grow Theories(Resource Packet)**

Tips	● Have readers bring their own character study independent reading book to minilesson ● Plan to finish the read aloud <u>The Tiger Rising</u> if you haven't already ● Today for after the workshop share time think about what needs fine-tuning, reteaching or extending based on the work you observe readers doing.

Connection	● *Readers, a few days ago we were working on making predictions and we learned that we don't make a prediction and then forget we ever made it. We keep reading and see if our prediction is confirmed or if we need some revision of thought.* ● *The same is true for the theories you are making. We make a theory about a character and then we need to keep reading to see if our theory remains the same or if something happens that changes our theories.* ● *Today I want to teach you that readers continue to read with their theories in mind and revise or confirm thinking.*
Teach	● For the demonstration teachers will need to replay work from the read aloud. Show readers how you made a theory about one of the characters in an earlier chapter and as you continued to read you held that theory with you. Explain how you adjusted your theory when new details were read. Example: Sistine might be mean and kind of rough around the edges…but then she starts to see Rob as a friend and she shares things with him that we hadn't known…showing a different side to Sistine making the reader create a new theory ● Second example could be Leo from "Slower than the Rest"
Active Engagement	● Ask readers to think about a theory they have had about a character in their own reading book. Ask them to talk with their partner about the theory they presently have and how it has grown across the book. ● Is their theory the same from what they thought in the beginning? ● Has their theory of the character changed? ● Listen in and coach
Link	● *So readers, when you are reading it is important to establish a theory about your character from the details as soon as you begin to gather them, but it is also important to hold onto that theory as you read and revise or confirm that thinking based on new details.* ● *Continue reading, jotting and organizing post-its as you see patterns of thinking.*
Mid-Workshop Teaching Point	● Showcase a reader's work with holding a theory in mind and share with readers if the reader confirmed or revised their theory based on the details
Partnerships	● Remind readers to share their theories and talk about how theories have been confirmed or revised
After-the-Workshop Share	● Use this share time to fine-tune, reteach or extend the work you observe readers doing. ● Add teaching point to anchor chart

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	15
Concept	Readers move from inference to interpretation
Teaching Point	Readers pay attention to character's struggles/challenges and see them as turning points

Materials	
- Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. - If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. - Post-its - notebooks - Pencils/pens	- Chart paper - Teacher's conferring notes (clipboard/binder/tablet) **Assessment Checklist utilized throughout unit (Resource Packet)** **The Tiger Rising by Kate Dicamillo** **Anchor Chart: Analyzing Characters to Grow Theories(Resource Packet)** **After the Workshop Share- "Akeelah and the Bee" Trailer** *https://www.youtube.com/watch?v=8Sf4Lwxg6lQ*

Tips	• Have readers bring their own character study independent reading books to the minilesson

Connection	• *People and characters change as events in their lives cause them to struggle and grow. We call these parts of our lives, turning points because certain events in your life turn you in a different way than you were at first behaving or seeing the world.* • *Today I want to teach you that readers know that characters are going to face struggles and that these places become turning points in their lives.*
Teach	• *In chapter 26 in The Tiger Rising Rob tells Sistine that he's "fixing to let the tiger go"…rain began to pour on* • *This is where as a reader, my heart starts to race…I start to think that Rob is going to face a really big struggle or challenge if he lets this tiger go. On one hand…he will make Sistine happy…but on the other hand…it's a really big, deadly tiger that he's going to let out of a cage…* • *Begin reading on page 103 first two paragraphs,* • *Readers, this is a real turning point in the story because from the beginning Rob and Sistine and the Tiger are kind of stuck…stuck in a life they aren't wanting to live and now…Rob has plans to set the tiger free…* • *I think to myself…this might be a turning point for Rob. If he sets the tiger free it shows Sistine that he cares about her idea .that he's not afraid to set it free….* • *Readers, do you see how this event…Rob setting the tiger free could turn his life in a different way than it is going? In fact, we know that setting the tiger free did set many of the details into action and ultimately caused events to take place that changed Rob's life for the better.*
Active Engagement	• *Readers, I want you to think about the book you are presently reading. Is there a struggle or a challenge that your character is facing?* • *Do you feel like there is/ was a turning point in what you have read so far? Or are you waiting to read on and find the turning point in the story?* • *Turn and talk to your partner about the struggles your character faces and whether you have found a turning point, yet.*
Link	• *Readers, our characters may face all kinds of struggles. Rob is dealing with the death of his mother, a rash on his legs, bullies on the bus and in school, a dad that doesn't talk much…these are all struggles….but he's also been facing the struggle of whether the tiger in the cage should be set free and then he decides to do something about it. Many times, when characters face a struggle and we see them set into action to do something about that struggle we can be on the lookout for a turning point in the story. A part that will ultimately change the character, usually for the better.* • *Many times these turning points come towards the end of our stories.* • *If you are able to find a struggle connected with a turning point in your story, just flag that part and we can*

	talk about it with our partners.
Mid-Workshop Teaching Point	• *Readers, I am going to add our teaching point to our anchor chart. I also want to tell you about a struggle and turning point that Alex found in the book he is reading.* • Show example and explain student's thinking.
Partnerships	• Remind readers to reference the anchor chart to remind them of all the work they can be talking about together. • Teachers are conferring with partnerships or meeting with small groups
After-the-Workshop Share	• *We can always be on the lookout for struggles with people and characters and see if they are actually turning points in character's or people's lives.* • *Maybe you have seen the movie" "Akeelah" and the Bee". We are not going to watch the entire movie, just the trailer which tells you a little about the movie-like a blurb on the back of a book. But as you watch this trailer, I want you to list on your fingers the struggles you believe Akeelah will face in this movie. There are many…just like Rob.* • *Watch "Akeelah and the Bee" trailer https://www.youtube.com/watch?v=8Sf4Lwxg6lQ* • *Debrief by allowing partnerships to list struggles Akeelah will have in this movie* • *Also explain the there is probably a turning point…could reply trailer when music and scenes are uplifting vs. when the music and scenes create a mood of struggle.* *Or* • Could share a personal struggle and turning point story from your real life.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	16
Concept	Readers move from inference to interpretation
Teaching Point	Readers use prompts to develop complex ideas about characters

Materials		
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks ● Pencils/pens		● Chart paper ● Teacher's conferring notes (clipboard/binder/tablet) ● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising by Kate Dicamillo** ● **Anchor Chart: Analyzing Characters to Grow Theories(Resource Packet)** ● **Prompt Bookmark (Resource Packet) Could be blown up larger on document camera or written large on chart paper for lesson**

Tips	● Have readers bring their prompt bookmarks to the after workshop share time.

Connection	● *Readers, as I listen into your conversations and look at your notes, I see that some of you are making pretty obvious theories about your characters. Stories we have read together could have obvious theories, too. For example, in The Tiger Rising, it is obvious that Rob is being bullied. This would be a simple theory to make about Rob as a character because the details are so obviously telling me as a reader that Rob is being bullied…I don't have to do a lot of thinking to figure this out, do I?* ● *This idea is really just a starting point for more complex ideas about Rob as a character.* ● *A simple, obvious idea can be a great place to start to build more complex thinking. We sometimes start with an obvious idea but then nudge ourselves to more thinking. Something that can help us do that are prompts that start our help nudge our thinking.* ● *Today I want to teach you that readers use prompts to develop complex ideas about their characters.*
Teach	● *Let's work with my obvious idea about Rob…that he is being bullied. Let's say that I am in a partnership and I say to my partner…"My theory about Rob is that he is being bullied"…But in my mind I know I have to nudge my thinking deeper to more complex ideas, so I decide to use this new bookmark that lists some language prompts to help me nudge my thinking.* ● *So I read the first one….OK…Rob is being bullied "This is really important because" it shows that Rob is weak and unable to stick up for himself or it's important because it shows that Rob just doesn't care how people treat him, he's so depressed and sad about his mom and where they have moved that he just doesn't care about his life…it's almost like he's given up on being a person.* ● *Readers, do you see how that language prompt moved my thinking from Rob is being bullied to so much more than that?* ● *Let me try one more…Ok…Rob is being bullied…"Maybe this is because" Rob has given up on life. He's doesn't fight back because he is so broken inside, he is exhausted by what has happened in his life and he doesn't care if he's bullied…because he feels like his life has bullied him-his mom died, he moved, his dad won't talk to him or let him cry about his mom…he feels beat up inside-so it doesn't matter to him what people do to him on the outside.* ● *Readers, do you see how I just kept thinking after I used the language prompt on my bookmark here?*
Active Engagement	● *Pass out a prompt bookmark (resource packet) to each reader* ● *Now I'd like you to try this. I'm going to give you an obvious theory from one the stories we have read together. I want you to think about how obvious it is…how simple, then look at the table tent and nudge this obvious theory to more complex thinking by starting your thinking with one of the prompts here.* ● *I'm going to listen to you and your partner. See if each of you can choose a different prompt to nudge your*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

	thinking about my obvious theory. • Obvious theories: "Slower than the Rest" In the beginning, Leo isn't happy at school or "A Pet" Emma is happy with her fish, Joshua or "A Bad Road for Cats" Magda, the cat owner, really wants to find her cat. • Choose one simple theory and allow thinking and talk with the table tents to nudge thinking to more complex ideas. • Listen in and coach as needed. • Plan to share a partnership's talk with the class to showcase how they grew from a simple to a more complex idea by using a prompt.
Link	• *Readers, in time, you will not need to use these prompt bookmarks. But at the moment I think they will help to nudge your thinking from simple ideas about your characters to theories that are more complex. I'd like to see this bookmark out while you are reading. If you have an idea about your character, let's jot that idea in our notebook today. Then pick a prompt to think and write a little more about that idea. See if you can grow it from being simple to more complex.* • *I will come to around to read your notebook jots and listen in during partnerships to how these prompts nudge your thinking to more complex ideas.*
Mid-Workshop Teaching Point	• Share a readers' notebook jot that moved from simple/obvious to complex with use of a prompt.
Partnerships	• Remind readers that they will use the prompts to nudge thinking beyond the obvious or simple.
After-the-Workshop Share	• *Readers, as fourth grade readers I am expecting you to think more than you ever have about the reading you are doing.* • *This thinking not only helps you in your reading but also in your life.* • *Let's try this for a minute…I could make an obvious statement about MR./MRS. _____(principal).* Say something simple but true about Principal _____ that students can relate to (Is nice, is strict, is busy). *Now let's use our prompt bookmarks to grow our thinking about this simple idea…and possibly understand or make a theory about the character of Principal _____.*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	17
Concept	Readers move from inference to interpretation
Teaching Point	Readers pay attention to recurring themes and details in stories to grow deeper theories

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Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest.
If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners.
Post-its
notebooks
Pencils/pens
Chart paper

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Teacher's conferring notes (clipboard/binder/tablet)
Assessment Checklist utilized throughout unit (Resource Packet)
The Tiger Rising by Kate Dicamillo
Anchor Chart: Analyzing Characters to Grow Theories(Resource Packet)
Pre-chart and cover repeated details throughout The Tiger Rising: Rob's rash, the tiger in the cage, the closed suitcase, Kentucky Star sign, etc…
Prompt Bookmarks (Resource Packet)

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Tips	• Have readers bring their prompt bookmarks to the minilesson and share time today

Connection	*Readers, we have been working on creating theories that really matter in the stories we read. In the books we have read together, we notice that some of the same things happen, or recur, over and over throughout the story.* *These details are important to notice. When our parents or teachers want us to really pay attention to something, they repeat it and repeat it, don't they?* *Authors repeat details in their stories and they repeat themes in their stories for a reason…the author wants to you notice details and themes that are repeated throughout their story because they are trying to tell you something about life through their writing-or teach you something.* *Today I want to teach you that it is important to pay attention to the recurring details to grow deeper theories.*
Teach	*Let's think about some details that recur or repeat throughout The Tiger Rising.* **Pre-chart and cover repeated details throughout The Tiger Rising: Rob's rash, the tiger in the cage, the closed suitcase, Kentucky Star sign, etc…** *I'm going to show you what I thought about when I was thinking about what was repeated throughout the story* (Uncover each idea as you list it for the class) *But I said I wanted to teach you to notice these details that repeat and then learn something because of them…so I think our prompt bookmarks will help us here.* *Watch as I take a detail that is listed and use a prompt from my bookmark to nudge my thinking toward learning from this story.* *Rob's rash….this is really important because it keeps other people away from Rob. He can't get close to anyone because they are afraid of the rash, It also is important because I think it itches, and bothers him throughout the story just like his mind is bothered –he can't get rid of the rash…and he can't get rid of his sad thoughts and feelings…it's almost like the rash says something about the way he feels inside even though the rash is on the outside. The rash makes Rob imperfect, flawed, sickly, and he feels that way in his mind, too.* *Readers, do you hear how I am growing a deeper theory about Rob from thinking about his rash-the detail that is repeated? I used my bookmark with the prompts to help me take this simple detail-the rash and grow it to a theory that says much more about Rob than just the fact that he has a rash.*
Active Engagement	*Now, I'd like you to pick one of the other details I have listed here, and you and your partner do just as I did. Use one of the prompts or more than one prompt to nudge your thinking from this simple detail to a deeper*

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

	theory.
	• Listen in and coach as needed.
	• Share what you overheard from partners as an example for deeper theory growing.
Link	• *Readers, you need to pay attention to what is repeated again and again throughout your story. Many times, these details really don't mean what you think they mean. The author is actually trying to tell you something more about the character and their experiences from those repeated details.*
	• *When you find repeated details, you can flag those pages with a simple jot like "rash" oo "rash again" or "Rashx3"…but when you realize that the detail keeps repeating stop and take some time to write in your notebook a little longer. Use your prompt bookmark to help you start that thinking.*
Mid-workshop Teaching	• Share exemplar work from individuals for partnerships.
Partnerships	• Share if they were able to find repeated details in their text and how they grew their theories from these simple details.
After-the-Workshop Share	• *Readers, at the start of the lesson I mentioned that the author repeats themes throughout our stories. For example in* <u>The Tiger Rising</u> *we might say that a repeated theme is Facing Challenges…Rob faces the challenge of his mother dying, the challenge of moving, the challenge of a new school, the challenge of bullies, the challenge to make friends, the challenge of what to do about the tiger…Rob is repeatedly facing challenges, isn't he?*
	• *Let's use our prompt book marks and think a bit more about this simple idea of Rob facing challenges-pick one of the prompts with your partner and nudge your thinking and talk beyond Rob faces challenges.*
	• Listen in and coach as needed.
	• Share with the class a conversation worth sharing based on it's exemplar thinking connected to the teaching point.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	18
Concept	Readers reflect in order to grow
Teaching Point	Readers use the themes in stories to hold onto lasting thoughts

Materials	
● Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest. ● If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners. ● Post-its ● notebooks ● Pencils/pens ● Chart paper ● Teacher's conferring notes (clipboard/binder/tablet)	● **Assessment Checklist utilized throughout unit (Resource Packet)** ● **The Tiger Rising by Kate Dicamillo** ● **Anchor Chart: Analyzing Characters to Grow Theories(Resource Packet)** ● **Jot Lot (Unit 1 Resource Packet)** ● **Prompt Bookmarks (Resource Packet)** ● **Charted list of possible themes from The Tiger Rising covered until active engagement (Friends can help you through tough times, Families stick together even it's hard to be together, People handle problems in different ways, Hiding feelings doesn't make life better)**

Tips	● Any previous fiction read alouds could be referenced in the share time today.

Connection	● *Readers, sometimes when we have a last part of something, it can be important to reflect back on that experience and think about what we will hold onto in our minds and hearts having gone through that time. For example:* Share a time when you experienced a LAST DAY OR TIME for something and reflect on what you learned about yourself having done the experience (last day at a new job, last golf game, last day in a previous house, city or state) ● *As students, each year, you have a last day of school and many times across the years, your teachers have probably helped you think about all that you learned over those last days.* ● *It's really the same with the books we read. We get to the ends, and then we need to be the kind of readers who say, "This book is over...what will I hold onto as lasting thoughts about this reading experience?"* ● *Someone else might just put the book back in the crate or on the shelf...but we want to be readers with strength, don't we?* ● *So today I want to teach you that readers use the themes in stories to hold onto lasting thoughts.*
Teaching	● *Yesterday, during share time we talked about the repeated theme of Facing Challenges, in The Tiger rising...Rob faces the challenge of his mother dying, the challenge of moving, the challenge of a new school, the challenge of bullies, the challenge to make friends, the challenge of what to do about the tiger.* ● *In the end, so many events happen, kind of all at once that tell us that Rob isn't only facing challenges he is trying to overcome them, too.* ● *Setting the tiger free sets of a string of events that shows us that Rob is brave, brave to set the tiger free but brave to finally speak honestly with his dad. That event shows us that Rob's dad is hurting a lot, too. And that he misses his wife...we start to see different sides of these characters in the end that let us know they are actually facing challenges but might just overcome them together in the end.* ● *So when I think about what I might hold onto from reading The Tiger Rising as a lasting thought...I'm thinking that I'll hold onto the idea that people can face many challenges but find or use their bravery to overcome them.* ● *Readers, do you hear how I started with one theme in the story, Facing Challenges and then nudged my thinking to what I would hold onto as a lasting thought in my own life? If Rob helps teach us that we can overcome challenges in our lives...that are a strong thought to hold onto in my own life.*
Active Engagement	● *Readers, I did some thinking about possible themes from The Tiger Rising. I listed them here on our chart paper:* **Friends can help you through tough times, Families stick together even it's hard to be together,**

	People handle problems in different ways, Hiding feelings doesn't make life better
	• *I'd like you are your partner to pick one of the themes I pulled out from the Tiger Rising and talk about how it might be a lasting thought to hold onto for you.*
	• *Remember a lasting thought is one that you know will be of importance in your own life. So think about how this idea would work in your life if you kept it with you.*
	• Listen in and coach as needed
	• Share a partnerships talk with the class, showcasing deep thinking about holding onto lasting thoughts from stories.
Link	• *Readers, today, I don't know if you are at the end of your story or just staring something new…but I want you to do this-*
	• *If you are near the end, think about the themes repeated throughout your story and consider if any of them could be lasting thoughts for you to hold onto.*
	• *If you are far from the end of your story, consider one of the books we have read together, and use one of the themes from the story to jot a lasting thought to hold onto.*
	• *I'd like you to jot a lasting thought that you are holding onto from any story we have read together or you have read on your own, and place that jot on our Jot Lot. Please include the story title and your name along with your lasting thought.*
Mid-workshop Teaching	• Highlight a reader who is weaving in all the strategies taught across the unit to gather complex thinking and explain it through text evidence.
Partnerships	• Remind readers to share their thinking about lasting thoughts coming from themes in their texts.
	• Readers can also continue to use their bookmark prompts
After-the-Workshop Share	• Take the time to reference an additional read aloud book, it's themes and lasting thoughts that might be held onto.
	• Explain to readers that every time they finish a book it is their job to think about what they will hold onto from that book and consider how their life might be different having read it.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2
Lesson Plan

Session #	19
Concept	Readers reflect in order to grow
Teaching Point	Readers analyze their own reading and thinking to determine strengths and goals

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Each reader has a bag of leveled books matching their reading level. Contents include: narrative strong character text in addition to a mix of informational, favorites, and high interest.
If possible and strongly suggested (not necessary) reading partners have at least one strong character text that is the same in order to read and discuss as partners.
Post-its
notebooks
Pencils/pens
Chart paper

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Teacher's conferring notes (clipboard/binder/tablet)
Assessment Checklist utilized throughout unit (Resource Packet)
The Tiger Rising by Kate Dicamillo
Anchor Chart: Analyzing Characters to Grow Theories (Resource Packet)
Teacher's personal read or read aloud book with jots/ flags, Post-its, notebook writing for demonstration. Think about having artifacts that only focus on one teaching point from the Analyzing Character chart, like "paying attention to character's actions"

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Tips	• This session is the unit end and celebration. The celebration can be reflecting on learning and the opportunity for new goals or it may also include refreshments and community talk about this work.

Connection	• *Readers, we are here at the end of our second unit of study. You have learned a lot of strategies for thinking about characters in stories…that is certainly something to celebrate! But I also think you have the opportunity to learn a lot about yourself as a reader, too.* • *Today I want to show you how readers analyze their own reading and thinking to determine strengths and goals.*
Teaching	• *Readers, in unit 1 we spent some time looking at our reading logs and considering if we could read more and how we could nudge ourselves to read more given the time we had in our lives.* • *We can also look at other aspects of our reading lives, besides amount of reading and think about ways we are strong already and ways we could improve.* • *I want you to watch me as I show you how I, as a reader analyze my own reading and thinking to find strength and determine a goal. Watch carefully, because you will need to remember the steps I take.* • *As I look at my own read aloud book here, I notice that I have all kinds of flags and post-its inside my book. Let me take some of these out and let's look at them together. Ok…here, I was paying attention to my characters action it made he think that they were_____. And here, Oh, again, I was paying attention to my character's action and it told me that they _____. Let's look at this third post-it…ok…here I seem to have also paid attention to my character's action…wait a minute…as I look over my thinking inside my book I am realizing that a strength I have is noticing characters actions and then thinking about what their action tells me about them.* • *But as I look at the list we have made from all of our minilessons, I realize that I am not doing any of the other thinking inside this book. I haven't paid attention to any special objects; I haven't looked for patterns inside my book to help me grow theories…huh? I have some new goals for myself with my thinking.* • *Readers, do you see how I had to think about what I was doing well and then shift and think about what I wasn't doing. This is how we can make goals for ourselves.* • *I'm going to write down this strength of mine and also a goal here on this post-it .It needs my name so that I can post-it on our jot lot.*
Active Engagement	• *Today, you are going to have time to do this thinking with your own reading. So I want you to think about the steps I took to do this work. First I…go ahead and tell your partner what steps I took, first, second, third, to find my strengths and goals.* • Allow time for readers to list and talk.

Reading Unit of Study
Fourth grade: Analyzing Characters Unit 2

Link	• *Readers, when you go back for independent reading, take the time to do what I did here. I want you to think about what you have as a reading strength…but I also want you to think about a new goal for your thinking.*
	• *Write STRENGTH and GOAL on a post-it and post-it on our jot lot with your name.*
	• *I will be using these to think about the roads we will take within our next unit of study.*
	• *Once you have done this work, then you may continue with independent reading.*
Mid-workshop Teaching	• List some of the strengths listed on post-its and some of the goals. No need to list readers' names attached to their post-it.
	• Assist readers who struggle to analyze their work during conferences
Partnerships	• Readers are reminded of the long list of strategies to bring to their conversation as they analyze their characters to grow theories.
	• Readers might also talk about their strength and goals with their partner.
After-the-Workshop Share	• *Readers, we have strengths as a class too…some that I can list:_____*
	• *But we also have goals as a community of readers. I've listed _____ as a possible goal for all of us to work towards as we start work with our next unit of study.*
	• *I will make sure to collect your strength and goal jots so that I can think about ways to help you share your strength with others but also reach your goals.*