

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**

**2<sup>nd</sup> Grade**  
**Unit 2 - Character**  
**Study**  
**Lesson Plan Packet**



**2<sup>nd</sup> Grade Unit 2**  
**Character Study**  
**06/12/2015**

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
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See Separate Packet

# Reading Unit of Study

## 2nd Grade: Character Study, Unit 2

### Abstract

This unit will teach readers to pay close attention to characters as they read. While it will be the first unit on character study, it is not the only study of characters second graders will do this year. As the first, it will support foundational work in retelling across longer text, thinking about how characters respond to events and challenges, along with thinking about character's feelings throughout the turns of the text. Through this close work on with characters, readers will "ask and answer who, what, where, when, why and how" (CCSS 2.1) to show their understanding of the key details within the text. Readers will practice walking in the characters shoes, taking on the events and challenges their characters face, and using this thinking to make predictions and read with intonation and fluency based on the mood and tone of the story.

The work of this unit will set readers up to "describe how characters in a story respond to major events and challenges" (CCSS 2.3), pulling together story elements so that the reader is able to see and describe what the character wants or needs and how the main events laid out across story elements play a role in helping them get what they want or need in the end.

Digital text is utilized numerous times across the unit of study (CCSS 2.7). Readers, and teachers, alike will likely find this work engaging, as long the necessary technology to access the short stories on-line, exists. Digital text is not new to these readers; they have had lots of experience with this genre through television, cinemas, computers and most recently, phones and tablets. Here, the unit builds in vibrant storytelling, digitally, to give readers the opportunity to closely observe characters as they work their way through life events and struggles. Building digital text into read aloud with accountable talk and other content areas will assist readers in seeing that the same strategies they use to understand shows and movies are transferable to the meaning making they do in print text and vice-versa.

Partnerships will play an essential role in helping readers use their thinking and jotting to talk more to other readers about like characters. Readers will gain more from conversation with peers if readers reading J level books and higher are paired in "like-titled" partnerships (The unit works best if every reader is paired in like-titles, but it is essential for deeper conversation at higher levels). This means, readers are reading the same books, ideally. This way, partners can support each other as they progress through the character study, together. Readers will come to see that they are thinking and jotting in order to talk with their partner. They will prepare for these conversations knowing that their partner is doing the same, within the same text. This way, partners can share conversation and understanding but also push each other to ideas other than their own, ultimately growing understanding.

Readers will learn to think about the point of view of multiple characters as they practice reading aloud in the voice of their characters and role playing scenes from their stories (CCSS 2.6). This work adds to the celebration that culminates the unit where readers share their reading and role-playing with classmates or schoolmates through Character Study Readers' Theater.

The unit consists of 17 lessons, with lesson 17 as the unit celebration, leaving room for teachers to adjust and teach content needed based on observations and assessments of the work. The suggested length for the unit is 4 to 5 weeks based on individual pacing and student needs. Pre-assessment in the form of a read aloud story with strong character and four stopping places where jotting, related to unit objectives, is posed and collected from readers will help teachers gauge what line of work will require more time or differentiation. The assessment, using the same read aloud story and questions for jotting can be utilized again at the end of the unit.

Essentially, anything taught in unit one that can be attached to the work of unit two helps build readers repertoire of strategies. Make sure to pull from the work of unit one, where appropriate, to keep partnerships rolling with routines and to continually layer the work for each reader. Readers should continue to settle into their reading and grow reading minutes, if necessary. Holding onto the assessment checklist from unit one as you step into unit two will help keep track of readers who might still need additional teaching in small groups or conferences with concepts from unit 1.

## Reading Unit of Study

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#### Background Information

These second graders, as first graders, studied character, mostly character traits the previous year. It will be important to talk with first grade teachers and research the language and course of study in grade one. This helps readers see that they already have a repertoire of strategies to bring to this current unit of study. Using charts from first grade as stepping stones, may serve as reminders of their previous reading and thinking. Gathering books from first grade character study, for use in mini lesson, small group work, or for book shopping will also touch on readers' familiarity with the content of this study.

Preparing a library of books that match the levels of readers in class but also hold strong characters across stories is essential. Ideally, pairs of titles are organized for partners to read simultaneously. Plan to have partners shop for books of the SAME titles, in addition to a variety of text. Each partnership should at least have one like title in their bin/baggie. A partnership might both be reading "Hi! Fly Guy" or "Frog and Toad are Friends". This structure is created to allow for the greatest depth of understanding during conversations. The next best set-up is readers reading within the same series, if like titles are not in supply. Partners might both read from the Fox series by Edward Marshall or the Henry and Mudge series by Cynthia Rylant, but have different titles in hand. Although the first suggestion is more desirable for the effectiveness of the unit, readers will learn that they can take turns reading like text across a series and that their conversation can still center on a main character featured throughout the series.

Take the time to organize the library for the character study with books with strong character at the forefront of shopping. Organizing crates by characters is one way to set up the library (The Henry and Mudge crate, the Amelia Bedelia crate). Some teachers will have partners sit by the crate within their leveled study and plan to rotate crates across the unit so that readers have the opportunity to study more than one character. Other teachers simply request that partners shop for at least three titles in one series before moving onto a different series. Readers will maintain a mixed genre collection in bins/baggies for times when they have finished their task within their character text or they find that they read at a faster pace than their partner. Having informational text, favorites, and classics included alongside the character books will honor individual readers' interests as they take part in the whole class study.

Furthermore, preplan partnerships and titles/series of books per partnership. Teachers may want to have readers shop for like titles *before* this unit from table top crates filled with series for the character study. This should be done outside of the reading workshop. Teachers could organize a class meeting and class shopping time or deliver shopping lists to partners to do their own shopping in preparation. This will all depend on the teacher, the class, and the books available. Some teachers decide to make the first partnership choice for the readers and pass them out after the first mini lesson, knowing that over the next few days' readers will see they need to choose the same titles as their partner on their shopping days. Still other teachers continue the unit from table top crates allowing readers to swap out books as needed for the character study...these readers still maintain an individual bin or bag, as well. They just gain easy access to books that will allow them to do the work of the study. The idea of partners reading like-titles across this unit should cause teachers to think about how they will allocate book resources.

The intent of many words about preparation for this unit is purposeful and deliberate. Pre-thinking the resources and pairings of readers and books will, ultimately, lead to greater success overall.

There are series books which follow characters at every level. Teachers may have to look outside their classroom libraries for text below or above J/K/L. Rigby and Candlewick Press publish lower level texts with characters in a series. Many trade books beyond second grade levels J/K/L, feature series for readers to study character. Teachers will want to spend the time to set up the classroom library to showcase characters, no matter the reading levels of their readers. (See Unit 2 Resource Packet for Book Suggestions and Levels)

Honor the readers in your class, with instruction matching the complexity of their text. Much of the work in this unit is transferable whether readers are reading level C/D series books or level S/T series. But some of the work is not. Carve paths for diverse readers based on the teaching points and consult units of study below and above for instructional support.

# Reading Unit of Study

## 2nd Grade: Character Study, Unit 2

### Resources and Materials Needed

#### Book List for Multiple Grades Character Focus or Series (See Resource Packet Unit 2):

<http://readingandwritingproject.com/resources/classroom-libraries/current-classroom-libraries.html>

Organize crates of books by characters and levels. Crates by series (Biscuit, Arthur, Curious George, Magic Tree House ect) will support the work in this unit. Readers should shop for titles as a partnership (like-titles) but also shop for independent titles Readers will utilize the strategies of this unit in any fictional text they are reading, however, will build the strongest conversations around the same titles. If teachers have a lot of paired titles, readers can shop for numerous like-titles. If teachers have few paired titles, then the allocation for books between partners with like-titles will be limited.

- Utilize as many books as possible. Readers might have wide text level ranges that allow easy reading. Baggies could include leveled readers, favorite series, Sulzby or Emergent Story books, “look-books” and informational text. Typically book baggies would have:

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
O-Q level readers	34+	2 chapter books, informational and favorites

- These baggies will be altered each week (approximately) until shopping routines are taught. Exchanging of books should be done outside the reading workshop and with high teacher guidance. One suggestion is to allow readers to return books and select new books from crates out on tables organized by type of text (Levels, Emergent Story Book, and Informational). The class may be working independently as the teacher assists readers in small groups. Teachers will need to assign a quantity per reader, per crate (example: Select 7 books from A-C crate, 2 Emergent Story Books, 2 informational, 2 Choice). This method will only exist until shopping for just right reading is discussed once assessments help identify reading levels.

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

#### Teacher Resources

- Gallon size plastic bag for every reader and the teacher
- Plastic bag for every reader filled with books from kindergarten reading May-June: Leveled books, classics, favorites, series, read-aloud books, informational titles, shared reading poems, songs
- Teacher’s text for demonstrations in baggie: Leveled books, classics, favorites, series, read- aloud books, informational titles, shared reading poems, songs, from Kindergarten libraries May-June (matches readers’ baggies)
- Many books mixed genre that match the books students were reading in Kindergarten May-June: Leveled books, classics, favorites, series, read aloud books, informational titles, shared reading poems, songs stored in crates organized by type of text. Essentially, a classroom library in crate form. (Helps with movement of books to readers and teacher guidance with selection of books)
- Large crates to hold individual bags after workshop (makes for easy cleanup and distribution)
- Abundance of chart paper
- Abundance of post-it/sticky notes in all kinds of shapes and sizes
- Easel
- Meeting area
- Markers
- Pens or pencils for readers stored in baggies
- Post-its/sticky notes stored in baggies
- Read Aloud books for use in demonstrations
- Two puppets
- The following books were used as examples in various sessions.

## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

#### Resources and Materials Needed, continued

##### Professional Resources

- Calkins, L. (2001). *The Art of Teaching Reading*. Boston: Allyn and Bacon.
- Calkins, L. (2011-2012). *A Curricular Plan for Reading Workshop, First Grade*. Portsmouth, NH: Heinemann.
- Collins, K. (2004). *Growing Readers: Units of Study in the Primary Classroom*. Portland, MA: Stenhouse
- 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.

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

## Reading Unit of Study

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#### 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: follow-up on a mini-lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project).

#### Resources and Materials Needed

This may take an entire page. If so, type “Sample Unit Section, Continued” at the top of the next page for this particular section.

# Reading Unit of Study

## 2nd Grade: Character Study, 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 know characters have wants and problems and think about them across their text.**

- Session 1 Readers make predictions about characters wants and problems by thinking and using the title, pictures, book blurb and chapter titles before beginning their reading.
- Session 2 Readers add to their thinking about the problem from their prediction as they read forward.
- Session 3 Readers predict how characters will solve the problem a character faces by thinking about the characters traits and feelings and asking, “What would I do if I had this problem?”
- Session 4 Readers confirm or revise their predictions by reading forward
- Session 5 Readers keep track of characters actions leading up to the problem and through the solution by lining up post-its in order to learn more about their character and retell the story.
- Session 6 Readers make sure details and scenes fit together by rereading if meaning breaks down.

**Concept II: Readers distinguish between their characters’ traits and feelings and use their knowledge to describe and understand their characters**

- Session 7 Readers use specific words to describe their characters by referring to text.
- Session 8 Readers track characters feelings by jotting on timelines in notebooks how characters feel from beginning to end.
- Session 9 Readers notice when their characters do something surprising or out of character by stopping and saying “What? This is not like the character I know. Why is he\she acting this way?”

**Concept III: Readers use their thinking about their characters to find deeper meaning in books.**

- Session 10 Readers listen to their partners ideas and add more to those shared ideas by asking, “Why would...?” and “ Would you?” to create new thinking about characters from their conversation.
- Session 11 Readers share their opinions about their characters by telling others what they think about their character and what they think about their character’s behaviors.
- Session 12 Readers prepare for their partner by jotting notes and gathering thoughts before they meet with their partner.
- Session 13 Readers talk about the important parts of their stories by paying attention to the strong feelings/emotions of their characters so they can think about what the story is really about.
- Session 14 Readers catch the changes their characters make by jotting a quick note where they see the character changing and compare their post-its from beginning of the text to the end of the text with a partner.
- Session 15 Readers not only learn about their characters, we learn from our characters by asking, “What has my character learned that will help me in my life?”
- Session 16 Readers show they understand their characters by reading aloud using the mood and the tone of the character’s traits and feelings and role playing scenes from their stories.
- Session 17 Celebration: Perform reading aloud and role playing of scenes from favorite stories.



## **Reading Unit of Study**

### **2nd Grade: Character Study, 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**

### **2nd Grade: Character Study, 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

### 2nd Grade: Character Study, 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.

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.

#### Read Aloud Suggestions for Character Study

- *Amazing Grace*, Mary Hoffman
- *Chester's Way*, Kevin Henkes
- *Chrysanthemum*, Kevin Henkes
- *Enemy Pie*, Derek Munson
- *Hop Jump*, Ellen Stoll Walsh
- *Ira Sleeps Over*, Bernard Waber
- *Jamaica's Find*, *Jamaica's Blue Marke*, *Jamaica Tag-along*, *Jamaica and the Substitute Teacher*, *Jamaica and Brianna*, *Brianna*, *Jamaica and the Dance of Spring*, Juanita Havill
- *Lilly And The Purple Plastic Purse*, Kevin Henkes
- *Odd Velvet*, Mary Whitcomb
- *Oliver Button is a Sissy*, Tomie de Paola
- *Officer Buckle and Gloria*, Peggy Ratham
- *Owen and Mzee*, Isabella and Craig Hatkoof, Dr. Paula Kahumbu and Peter Greste
- *Sheila Rae the Brave*, Kevin Henkes
- *Stand Tall Molly Lou Melon*, Patty Lovell
- *Tacky The Penguin*, Helen Lester
- *Thank You Mr. Falker*, Patricia Polacco
- *The Recess Queen*, Alexis O'Neill
- *A Weekend with Wendell*, Kevin Henkes
- *When Sophie Gets Angry, Really, Really Angry*, Molly Bang

## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

#### Reading Aloud and Reading Workshop Focuses Across the Year

	September	October	November
Unit of Study	Launching the Reading Workshop	Character Study	Informational
Read Aloud Focus	<ul style="list-style-type: none"> <li>• Utilize Narrative and Informational Text</li> <li>• Equally, initially. Turn to narrative strong character text final week.</li> <li>• Readers think about how the title, chapter titles, the blurb on the back and the story fit together</li> <li>• Readers have big thoughts about books before they begin reading the first page. They say how the book may go and think about authors intent or message</li> <li>• Readers pay attention to the pieces of text and how they fit together, like a puzzle.</li> <li>• Readers, stop to think, making their picture clear, checking whether the pieces of text fit together, and revise thinking if needed.</li> <li>• Readers finish books and then stop to think about the BIG IDEAS. Author's message or intent.</li> <li>• Readers reread books, noticing new thoughts because of smooth reading and clearer pictures in mind, leading them to more</li> <li>• Understanding.</li> <li>• Readers think about the words they are reading and let the words create more meaning by visualizing and inferring.</li> <li>• Readers stop to talk to themselves or jot about tricky parts before reading on.</li> <li>• Readers have lots of ways to solve tricky words, including drawing on word meanings</li> <li>• Readers are always asking, "Does this make sense?" and holding what they already know as they read forward.</li> <li>• Readers pay attention to characters wants and troubles</li> <li>• Readers think about character traits and feelings</li> <li>• Readers think about what their character is trying to tell them</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize Narrative strong character books, initially. Turn to informational text final week.</li> <li>• Readers pay attention to characters wants and troubles</li> <li>• Readers know characters typically struggle or have a problem, and they read forward with that in mind</li> <li>• Readers think about character traits and feelings</li> <li>• Readers think about what their character is trying to tell them</li> <li>• Readers make notes and charts to help keep track of character actions, dialogue and feelings and what these say about their character</li> <li>• Readers know characters can lead them to bigger thinking about author's message</li> <li>• Readers think about the lessons characters have learned and then think about what that character is teaching them</li> <li>• Readers follow characters actions dialogue and feelings through the entire story.</li> <li>• Readers, ask, "Has this character changed? Why?"</li> <li>• Readers know informational text is read with a different voice that conveys the meaning of the text. (Sound like a scientist or news reporter)</li> <li>• Readers know that they can become smarter by reading informational text.</li> <li>• Readers weave text features into their reading to learn more.</li> <li>• Readers read and then retell what the text is about.</li> <li>• Readers bring more to the text than just the words and pictures informational text. (prior knowledge, inference, visualization, connections)</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize Informational text initially, and then begin series reading or varied genre narrative the last week.</li> <li>• Readers bring more to the text than just the words and pictures informational text. (prior knowledge, inference, visualization, connections)</li> <li>• Readers have ways of finding meanings to unknown words by thinking about the topic and using the words around it.</li> <li>• Readers think about other words like the tricky word and connect that knowledge to unlock meaning.</li> <li>• Readers can read more than one book on a topic and compare and contrast the information.</li> <li>• Readers know jotting and talking about informational reading adds more understanding.</li> <li>• Readers can use gestures and their voice to teach others about their informational reading.</li> </ul>

# Reading Unit of Study

## 2nd Grade: Character Study, Unit 2

### Lesson Plan

<b>Session</b>	1
<b>Concept</b>	Readers know characters have wants and problems and think about them across their text.
<b>Teaching Point</b>	Readers make predictions about characters wants and problems by thinking and using the title, pictures, book blurb and chapter titles before beginning their reading.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers bag/bin of books: narrative leveled “just right” series books featuring classic or strong character (see list in resource packet). Bags and bins also hold interest reading: favorite series, informational, poetry, shared reading text etc...</li> <li>● Reading partners are matched by level of reading and title of texts</li> <li>● Teacher’s bag/bin matching readers, with diverse levels</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Fox on Wheels</u>, by Edward Marshall or different J/K/L text within a series and possessing a character with a want and/or problem</li> <li>● <u>Frog and Toad are Friends</u> by Arnold Lobel.</li> <li>● Any <u>Henry and Mudge</u> Text by Cynthia Rylant</li> <li>● Post-its</li> <li>● Chart from First Grade Character Unit : Character Traits- See Resource Materials Packet for example</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● The resource materials packet has a sample of possible character traits discussed in the first grade character unit. It is suggested that classroom teachers meet with their first grade teachers to determine what character traits or charts were used in first grade to use for this unit.</li> <li>● Partners are paired by like-levels and are given like titles to read for this unit. Buying text in pairs from this point on, is a smart way to shop for libraries if the expectation is that partnership conversations lead to deeper understanding.</li> <li>● Asking that partners come to the mini lesson seated next to each other is helpful. Readers can also bring their like title books and before they head off to read, make a plan for how far they will read during independent reading. If it is a book, like Henry and Mudge, they should plan to read the entire text, then move to variety reading. If it is a book like Magic Tree House, they may read half. Plan to meet with partners in strategy groups to help them learn ways to read with a partner even though their reading may be paced differently.</li> <li>● If you've decided to have partners sitting next to a crate filled with a series, like Amelia Bedelia, explain that partners should choose the same title each day. They, then can choose different titles with each new day.</li> <li>● If like titles are hard to come by, have partners swap titles, so that they each have read two of the same text to talk about.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● <i>Readers, we are beginning a new unit of study today. It is a study of the characters in your books. This isn't new for you. You studied characters last year, too, I even brought in the chart(s) you used from last year's character studies. But some things will feel different. You are getting older and so are the characters you read about. When you were little, you might have wanted a cookie that your brother or sister had. It was something you wanted, and it created a problem for you. When you were very little, maybe you cried or threw yourself on the floor, saying, "COOOKIE COOOKIE COOKIE". Your mom or grandma probably helped you solve the problem by getting you a cookie, too. Your problem wasn't really a big problem was it? It was a little problem and it was easy to solve and get what you wanted.</i></li> <li>● <i>But now that you are older, you have bigger problems or bigger wants. Maybe you really want to score a goal during a soccer game...or maybe you want to ride your bike to your friend's house all by yourself and your mom won't let you, maybe it's the weekend and you want to go to your friend's house but dad says you have too much homework or too many chores to do ...these problems are harder to solve than being</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

	<p><i>handed a cookie, aren't they?.</i></p> <ul style="list-style-type: none"> <li>• <i>The characters that you are going to be reading about are dealing with similar problems. They will have problems and they will work to solve them just like you do. So, today I want to show you how when I'm reading a story with characters, I immediately start putting together the title, the blurb on the back, chapter titles, and the pictures, if they are there, to think about what the character might want or what problems they will have. All readers do this. They think about the characters wants and problems before even reading the story. Watch me.</i></li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• <i>I have this book, <u>Fox on Wheels</u>, it looks like Fox is skateboarding here on the cover...and the title does say he is on wheels...let's see if there is a blurb on the back...sometimes there is and sometimes there is not...yes.... it says (read)</i></li> <li>• <i>Gosh, when I think about what problems Fox might face it seems pretty easy... the blurb on the back says that "mom is cramping his style. First he has to babysit and then he has to do the shopping"... I'm thinking that his problem is that he is having to do these other things, for his mom but he really wants to play with his friends or just play. Do you see how I used the title, picture, and blurb on the back to think about what Fox might want or about his problems? Readers, do this. They think about what problems characters might have before even reading. I'm going to write on my post-it now, I'm writing a big "P" for problem and I'm going to write "Fox must babysit and shop for his mom but wants to play". See, now I can put that on the cover of my story. Now, you will try some of this work.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>I have this other book called, <u>Frog and Toad are Friends</u> by Arnold Lobel. I want you to think about the title, look at the cover and listen as I read the blurb on the back. As I read, be thinking about what problems frog and/or toad might have or what they might want. (Read title, blurb and Contents page)Huh? I'm thinking one problem in this story might be that Frog... Turn to your partner and tell them what you are thinking about these characters and what they might want or have problems with.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Yes, I heard Angela say that Frog is sick and that's a problem and that maybe Toad tries to cheer him up with a story. If she were reading this story, she could write that on her post-it before even reading. And I heard Sophie say that Toad needed help and his friend frog comes to help...we don't know yet what he needs help with...we; have to read and find out. But Sophie could write, "Toad needs help" on her post-it.</i></li> <li>• <i>All of your books will have titles. But only some will have a blurb on the back. And some will have chapter titles, like in <u>Henry and Mudge</u> (show), where you can do this same thinking about what the character might want or what their problem may be. You can use the title, the pictures, the blurb, the chapter titles to make a prediction about their wants or problems.</i></li> </ul>
<b>Mid Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>Share some of the post-its readers created and talk about how their problem predictions seem to fit with the titles, chapter titles, pictures and blurbs.</i></li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• <i>Readers, seeing that you and your partner are reading the same book, you now can talk to each other about what you predicted the wants or problems would be and talk about what is actually happening in your story. Maybe what you predicted about your character's problems is what the story is about, but maybe it isn't. Talk with each other about what you predicted and what you are seeing as your character's wants and problems.</i></li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>• <i>Readers, a person in this world, you are going to have wants and problems every day. Some of those wants and problems will be small; like wanting to go to lunch because you are hungry or the problem of not getting the seat you wanted at the movies. But there will be times in your life when your wants and problems are bigger and harder to solve.</i></li> <li>• <i>Across this next unit of study, we are going to push ourselves to see the difference between small problems and bigger problems by paying attention to our characters wants and problems. You will think inside of your stories, does this character have a big problem here or a little problem here or actually, they might have both. We will be the kinds of readers who are able to talk with our partners about what we are noticing about our characters problems and wants and the kinds of readers who step into text realizing that</i></li> </ul>

**Reading Unit of Study**

**2nd Grade: Character Study, Unit 2**

	<i>the characters will have to work to solve problems and wants throughout the story.</i>
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**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	2
<b>Concept</b>	Readers know characters have wants and problems and think about them across their text.
<b>Teaching Point</b>	Readers add to their thinking about the problem from their prediction as they read forward.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Chart from First Grade Character Unit : Character Traits-See Resource Materials Packet for example</li> <li>● Link to additional sample charts <a href="http://www.pinterest.com/shackstock/anchor-charts-second-grade-readers-take-on-bigger/">http://www.pinterest.com/shackstock/anchor-charts-second-grade-readers-take-on-bigger/</a></li> </ul>	<ul style="list-style-type: none"> <li>● <u>Mr. Putter and Tabby Walk the Dog</u> by Cynthia Rylant or any other book that has a blurb on the back that presents a problem. This book will be used over the next few sessions.</li> <li>● Post-its</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● At these text levels every text will present a problem that will be learned from reading the blurb from the back of the book or reading the first few pages. This is something we want readers to know now and forevermore. This session aims to get readers to quickly identify the problem and make meaningful predictions with that problem in mind.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, yesterday we learned that we all have problems big and small and that the characters in our books would have problems and wants, just like us. We were the kinds of readers who knew this already and used what we knew to make predictions about what our characters problems or wants might be. I had you jot on a post-it your predictions for your character problems. I did that very same work inside this text, <u>Mr. Putter and Tabby Walk the Dog</u>, by Cynthia Rylant. I read the back blurb, the title and read the chapter titles...the blurb says (read) the title is (read) and the Chapter titles are (read)...so I wrote on my "P" problem prediction post-it "Mr. Putter is going to have problems walking Zeke the dog...maybe Zeke runs away or chases cars". I have a dog. So I know how hard it can be to walk a dog that is not trained or use to going for walks. When I read that the word "nightmare", twice, it really made me think that walking the dog was going to be a problem for Mr. Putter. But now I have to read the book with that idea in my mind. I have to hold onto my prediction. Readers hold onto their predictions and know that a problem is going to show up. Readers read every page, knowing there will be a problem or wants from the character. Watch how I hold onto my prediction as I read forward.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>I'm going to read quickly, so that I save time for your work. But as I read. I'm going to think aloud about my prediction so that I can show you how my thinking stays with me on every page.</i></li> <li>● Read each pages 1-6 of chapter 1. Quickly. <b>After each read page, connect the text to your thinking about the problem gleaned from the blurb, title and chapter titles.</b></li> <li>● <i>Readers did you hear how when I read, "The doctor said, this foot needs a rest. No walking Zeke for a week." I gasped! But then I thought about the problem I predicted. Here Mrs. Teaberry has the problem of her hurt foot...but the blurb told me the story's main problem was going to be about Mr. Putter walking Zeke. So at this point, I said "Mr. Putter is going to offer to walk Zeke for Mrs. Teaberry" Right? AND it's not going to go well for him...remember I predicted that Zeke might run away or that he might chase cars? As I read every page, even though I read about other little problems in the story, I kept waiting for the big problem to show up. It hasn't shown up yet, I must keep reading. But now, you are going to help me.</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Now I'm going to read the rest of chapter 1 and as I read, I want you to hold on to my prediction that Mr. Putter is going to have a hard time walking Zeke.</i></li> <li>• Read pages 7-10 and remind readers to think about the story's main problem as you read forward. Ask them to think about what they would add to their prediction as they read forward with the prediction in mind.</li> <li>• <i>Readers, now, considering what you just heard from the text...what would you add to your thinking about this character Mr. Putter's problem? Turn and talk and add thinking and talk to my prediction.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Readers, as I was listening to you add your ideas, I heard many of you talking about how you thought Zeke was going to create a "nightmarish problem for Mr. Putter. You were holding that idea in your mind and adding that Zeke might tug on his leash or Zeke might wrap himself around things or Zeke might chase big dogs! We learned more by reading forward and now I have to add on to my prediction with those ideas. I'm going to add a post-it here that says "Zeke is going to tug, wrap and chase on his walk making it a nightmare walk for Mr. Putter." Do you notice how I'm staying close to the text and on my jot I'm writing what I read along with what I think? This is your work today inside your own books. As you read, I want you to jot additions to your thinking as you think of your character's problem. What more do you learn about the problem your character faces? So, I should see post-its on your cover and also throughout your book...especially when the problem actually shows up! We haven't gotten to the problem yet in Mr. Putter...but I am reading forward, knowing it is coming!</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• Share the work of readers fitting your expectations for the work; show books with post-its throughout, books with post-its on the covers and where the problem shows up.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• <i>Today, our work in partnerships continues to have us thinking, talking and sharing our post-its about the character's problem or wants. Today, I should hear you adding to what you learned as you read forward that helped you understand your characters problem. I will be listening as you meet and talk about your prediction and what you added as you read.</i></li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>• <i>Readers, the next chapter in Mr. Putter and Tabby walk the Dog, is called, The Nightmare! I bet you are thinking what I am thinking...turn and talk to your partner, what are you thinking? I'm going to read this next chapter...as I read, hold onto my prediction and the additions I have made to my thinking (reread post-it).</i></li> <li>• Read Chapter 2 quickly, but also add onto your thinking as you think aloud. Plan to jot additional thought at the end of the chapter (ie "Mr. Putter had a hard time walking Zeke for three whole days. Zeke tugged and wrapped and chased, which made Mr. Putter very exhausted. It was a nightmare.)</li> <li>• <i>Readers, today we learned that readers of stories make a plan to see the problem of the character somewhere in their text. We know it is going to be there and we read forward looking for it and then we add thinking about this problem as we read on. Today you saw me do this and you practiced it also. Every time we pick up a story, we have to tell ourselves...this character will want something or there will be a problem...What do I think it will be? Then we set ourselves up to search it out as we read the story...always knowing it will show up somewhere in our pages.</i></li> </ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	3
<b>Concept</b>	Readers know characters have wants and problems and think about them across their text.
<b>Teaching Point</b>	Readers predict how characters will solve the problem a character faces by thinking about the characters traits and feelings and asking, "What would I do if I had this problem?"

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart from First Grade Character Unit : Character Traits</li> <li>• Link to additional sample charts  <a href="http://www.pinterest.com/shackstock/anchor-charts-second-grade-readers-take-on-bigger-/">http://www.pinterest.com/shackstock/anchor-charts-second-grade-readers-take-on-bigger-/</a></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Mr. Putter and Tabby Walk the Dog</u> by Cynthia Rylant</li> <li>• Post-its</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Readers reading above J/K/L will need strategy group meetings on how their text deals with problems small and big, internal and external, solved and unsolved. Many series N and above leave problems for us to think about across additional books in the series or for the rest of our lives. Help readers see how this work is processed differently depending on the text complexity.</li> <li>• Readers, reading A-I may have characters that deal with wants (want to catch a fish, want to stay up, want to take a bath) instead of problems and solutions. Teach these readers to look closely at the pictures to infer more meaning about the traits of the characters and how the characters get what they want based on the kind of character they are.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, yesterday, we were laughing at Mr. Putter, weren't we? During our Share time we learned just how much of a problem Mr. Putter had with Zeke the dog. As I finished that chapter I heard Ethan say, I would take that dog to obedience school! I'm betting Ethan has a dog that has been to obedience school. A school for dogs, right? A place where people learn how to train their pets to show good behavior for walks and home. Ethan was already thinking about what he would do if he were Mr. Putter. As readers, we do that, don't we? We put ourselves in the characters place, sometimes people say "in the characters shoes" meaning we think as the character at that moment. We ask, "If I were this character, what would I do here with this problem? I want to show you how I think this way and ask, "What would I do with this problem if I were the character?"</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Really watch and listen, now, readers, because I'm going to ask you to explain what I did to your partners...there are a lot of steps to this reading work... (Plan to count steps on fingers as you show the process) First, let me think about what I know about Mr. Putter...the story said he has a kind heart...we know he is helpful to Mrs. Teaberry and they are the kind of neighbors that get along and talk to each other all the time. Mr. Putter even went to the Dr. with Mrs. Teaberry. Mr. Putter told Mrs. Tea berry that Zeke was a dream dog...So if I think about the kind of person he is, I then, Second, I push myself to think about how he might solve his problem-the horrible walks with Zeke...and I ask, "What would I do to solve this problem if I were Mr. Putter...</i></li> <li>• <i>Third, I list all the solutions I can think of...Maybe Mr. Putter would take Zeke to obedience school...this would be a kind choice. It would help him and Mrs. Teaberry. Another idea I have, is that Mr. Putter might try and train Zeke in his own loving way...maybe he will give him treats when he is walking nicely and tell him "good dog", that way Zeke will learn the right way to walk on his leash.</i></li> <li>• <i>Readers, do you see how I used what I knew about Mr. Putter, first. Second I thought, "What would he do?" and Third, I listed possible solutions. You studied character traits last year. I used that charted list</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

	<p><i>and listed the kind of person he was and then thought about the decisions Mr. Putter would make based on the kind of person he was. It wouldn't fit Mr. Putter if I said, Mr. Putter is not going to feed Zeke until he walks nicely, or Mr. Putter is going yell and scream at Zeke for being a bad dog, would it? These ideas don't fit the kind of person Mr. Putter is. So I would actually be in the wrong shoes (not Mr. Putters) if I predicted that he would solve his problem these ways. Readers, predict how the characters will solve their problems. They first think about the kind of person they are. Second, they ask how the character might solve the problem and third they list solutions. by thinking about the kind of person they are and then asking "what would I do if I were that character?"</i></p>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● <i>I showed you three steps for doing this work. See if you can tap your fingers like I did and together with your partner, come up with the three steps I took to predict solutions to my characters problem.</i></li> <li>● Listen in. Coach. Carry book and model quickly if necessary.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>● <i>Readers, today, when you are reading your book, you have a lot of work to do. You might just be starting a book, so you are predicting the problem your character will face, you might be in the midst of reading so then you are adding to your ideas about the problem, maybe you are in the part with the problem, if so, you are predicting how your character might solve the problem. Think of it like a list. What might they do? On my post-it for today, I wrote, "maybe Mr. P will take Zeke to obedience school or maybe he will train him with treats". I'm going to have to read forward now and see what happens. You too, will read forward with your list of solutions as possibly ways your character might solve their problem.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>● Highlight the work around character thinking and jotting that is helping your readers understand that characters have problems and work toward solutions.</li> <li>● Talk about how readers can list more solutions by thinking about problems the character had in their book and asking them, "What would I do if I had this problem?"</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>● Ask partners to share the work they did within their text. Plan to confer with partners based on their talk and jots.</li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>● <i>Readers, I can't wait to read to you the last chapter of Mr. Putter and Tabby walk the Dog. I'm going to hold my predictions about the solution in mind as I read, you do the same... (Read Chapter 3) Keep the reading moving quickly, while occasionally, thinking aloud about the predictions and the actual solution.</i></li> <li>● <i>OMG! Readers, I thought Mr. Putter was the kind of person who would offer Zeke treats and training...I did not predict that Zeke was so smart that Mr. Putter could make a deal with him and offer such grand surprises if he was a "good dog"...that solution really surprised me in that way...but it did match the kindness of Mr. Putter, didn't it? Sometimes our predictions will be spot on, matching what happens. And sometimes, our predictions will be off, not matching...mine were close, right? It's not important if we are right or wrong...it's important as we make these predictions about solutions to problems that we think about the character, what kind of person they are, and list possible solutions, asking, "What would I do if I were the character?"</i></li> </ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	4
<b>Concept</b>	Readers know characters have wants and problems and think about them across their text.
<b>Teaching Point</b>	Readers confirm or revise their predictions by reading forward

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Chart from First Grade Character Unit : Character Traits</li> <li>• <u>Mr. Putter and Tabby Walk the Dog</u> by Cynthia Rylant</li> <li>• Post-its</li> </ul>	<ul style="list-style-type: none"> <li>• Readers bring bins/bags containing post-its and pens</li> <li>• Chart paper for 2nd Grade Character Study Tips Chart</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Active engagement involves readers jotting a tip for a co-constructed anchor chart. They will need a pen and post-it on hand during the mini lesson. Some teachers simply ask readers to bring bags/bins to meeting area, others, pass out post-its so that readers are only seating with pencils or pens. The idea is for readers to offer ideas in a quick and collective way. Feel free to adjust this instructional strategy as needed.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, today I want to give you a tip to help with the work we’ve been doing within our character study. Yesterday, you watched as I made predictions about the way Mr. Putter would solve his problem. At share time, we read chapter three and actually learned how he did indeed solve the problem of Zeke’s nightmarish walks. But I actually, forget to teach you something important as I read that final chapter...I forgot to teach you that readers read on and create new predictions about what will happen, and then we read on with this NEW revised idea in mind. If your prediction is right, then of course, you continue to read on with the same idea rolling in your head.</li> <li>• So my tip is, once you find out your prediction is off, not right, different from the text, make a new prediction based on what you just read and read forward with that new prediction in mind.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>So for example, when I started chapter 3 with Mr. Putter, and realized that Mr. Putter made a deal with Zeke to walk like a good dog for a surprise after the walk...I should have stopped and thought about would happen next based on this information. I should have made a new post-it. It should have said, Mr. Putter will give a surprise to Zeke each day after his walk.(Demonstrate on post-it) He might surprise him with a bone, a game of catch or a new toy. This way, I would have continued to stay close to my characters actions and decisions. My predictions would have stayed close to the actual events in the story. I still would have been surprised about the surprises Mr. Putter gave Zeke...so after I read that he gave him a swim in the pool and a trip to the carnival...I should have stopped and said “wait, Mr. Putter is giving Zeke really big surprises that are really special...each surprise seems bigger than the last...(Demonstrate on post-it)so maybe on the last day he will give him a trip to the Dog Park, where dogs run off leash and get to jump and smell each other.(Place new post-its in book, where thinking was done)</i></li> <li>• <i>Readers, do you see how I really should have stopped multiple times yesterday when reading that final chapter and jotted a new post-it...because as I read, I was really understanding more about Mr. Putter’s actions for solving his problems with Zeke?</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>● <i>Readers, we are going to start our own character chart today. I want you to think about this tip I have shared with you, about revising your predictions and thinking again about closer solutions, but I also want you to think about all the other lessons within this character study. If you were to give a tip to a reader studying character what would your tip be? Think for a minute. Then on a post-it note, will you please write your tip for studying characters. I'll wait until I see every single reader writing...don't worry about spelling or writing a lot...please put your name on your post-it. Just hold it a minute. Coach, encourage, give ideas to reluctant writers here, accountability is important.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>● <i>Readers, you must bring all that you have learned as you read and study your characters. Today, you can't just revise your predictions and say "I'm done"...because as a reader, if you are starting a new story with characters, you must do that beginning reading work. Thinking about what the story is really about and how the problem fits in with your thinking as you settle in...you must think about the kind of character you have in your story and use those traits to think in smart ways about how that character will act...putting yourself in the characters shoes...</i></li><li>● <i>There is so much thinking and jotting work here and I bet all of your tips say that what I am saying is true. I'd like to read them, so if you would place them on a square on our "JOT LOT" (see Unit 2 resource Packet) a special parking lot for post-its...I will use them to help other readers today as I work in conferences and in small groups. They will also help us create our character chart of tips as we study character.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>● Highlight the work around character thinking and jotting that is helping your readers understand that characters have problems and work toward solutions.</li><li>● Try to showcase revised thinking across text, based on today's lesson.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● Ask partners to share the work they did within their text. Plan to confer with partners based on their talk and jots.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, while you were reading and working I took a few minutes to look over your post-its on our Jot Lot. Your ideas helped me begin our Tips for Studying Character Chart. Give credit to readers whose ideas are represented on the chart. Chart should hold correct grammar and spelling even if students' jots did not.</i></li><li>● Add 3-4 ideas based on previous teaching or just good advice. This chart can always be added to as the unit progresses. Use this time to either talk about why you added tips to the chart or how readers can use the chart in the future.</li></ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	5
<b>Concept</b>	Readers know characters have wants and problems and think about them across their text.
<b>Teaching Point</b>	Readers keep track of characters actions leading up to the problem and through the solution by lining up post-its in order to learn more about their character and retell the story.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● <u>Mr. Putter and Tabby Walk the Dog</u> by Cynthia Rylant</li> <li>● Post-its</li> </ul>	<ul style="list-style-type: none"> <li>● Chart paper for 2nd Grade Character Study Tips Chart</li> <li>● WHO, WHAT, WHERE, WHEN, WHY, HOW written on large post-its or chart paper for reference.</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● This lesson assumes that your readers have been working from the CCSS for two years previous, which means, retelling is review and a First Grade expectation...retelling work begins in Kindergarten carries into First Grade. Second graders are being asked to use what they already know to retell and listen to retellings, using the Question Words (who what etc...) if information is missing or needs clarifying. The question words are support to help readers see that their retelling needs to be comprehensive and as partners they need to listen for the key details and use these question words to illicit responses if necessary. Solid retells will address each of these questions with no question prompts needed. As a teacher you can listen for their presence as you hear readers recount their stories.</li> <li>● Readers, who need extra support with retelling, should be met with in small groups.</li> <li>● Active engagement assumes that your partners know whether they are partner A or B. This helps when assigning roles for practice, quickly. Partners remain either A or B partner until their partnership is changed.</li> <li>● This lesson will use a guided practice instructional strategy during the Teach. Guided practice is chosen to offer the whole group more support than just an example or explanation or a single demonstration. If you feel your class would benefit from a different instructional move given the teaching point, plan with your class in mind.</li> <li>● This lesson could also be broken into two separate lessons. One with readers lining up post-its to retell and one with readers lining up post-its to say more about their character.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, we've spent a lot of time with the short text <u>Mr. Putter and Tabby Walk the Dog</u>. Today, I'm going to use this little story to show you one more way you can think about the problems and solutions your characters deal with. This strategy will also help you remember your story so that you can retell it to your partner or me including all the story elements. When we retell, remember, we will answer the questions of who, what, where, when, why, and how related to our story. I wrote those words here, for reference. When we retell, we naturally tell who was in the story, where they were, and what they were doing, right? I want to show you today how readers keep track of all of their characters actions, with jots, from the beginning leading up to the problem and through the solution to the end in order to learn more about their character and retell their story.</li> </ul>
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## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

<p><b>Teach</b></p>	<ul style="list-style-type: none"> <li>Let's think together about the beginning actions of Mr. Putter in <i>Mr. Putter and Tabby Walk the Dog</i>. (Use pictures here with little rereading, holding up book for readers to see and think about the story they've already heard...freely flip a few pages to be seen by class re-flip as readers think) <i>In the beginning...</i>(Have post-it ready on easel)...<i>Mr. Putter is...turn and tell your partner what I should write down about Mr. Putter's actions...</i>(Jot a correct response overheard each time) <i>Mr. Putter...lives by Mrs. Teaberry... and gave her kiwis. Mr. Putter...Look at page 4-5...what did Mr. Putter do...turn and discuss with your partner...Mr. Putter took Mrs. Teaberry to the doctor when she hurt her foot. Let's think about pages 6-7 Mr. Putter...turn and discuss with your partner...what did he DO? Mr. Putter offered to walk Zeke for a week. Readers, do you see how we are only paying attention to the character's actions. What he did throughout the story. This is work that we can jot on post-its like I have here. Then I can line up my post-its in order and use them to retell my story or say more about Mr. Putter. For example, the fact that he gives kiwis to Mrs. Teaberry tells me he is kind, thoughtful and giving, right? Now, will start the retelling by saying that Mr. Putter and his cat Tabby live next door to Mrs. Teaberry and her dog Zeke...</i></li> </ul>
<p><b>Active Engagement</b></p>	<ul style="list-style-type: none"> <li>Partner A will you please use the rest of our post-its here to retell this short part of the story to partner B.</li> <li>Listen in as Partner A retells.</li> <li>Partner B will you use our jots to tell partner A everything you've learned about Mr. Putter by paying attention to his actions. Use all of our jots here on the easel to list what you know about him as a person.</li> <li>Listen in.</li> </ul>
<p><b>Link</b></p>	<ul style="list-style-type: none"> <li>Readers, you helped me today keep track of character actions on post-its so that we could use them to learn more about our character and retell our story. I wrote on post-its, who, what, where, when, why and how because these words can help us pull the details from the story for our retell. Today, I want you to do this work along with the other ways you are thinking inside your character books. Keep track of your character's actions, pay attention when they do something and jot a note. Then when we get together in partnerships we will take turns as we did here, retelling and saying more about our characters. I should see lots of reading and jotting as I confer and meet with groups.</li> </ul>
<p><b>Mid-Workshop Teaching Point</b></p>	<ul style="list-style-type: none"> <li>Highlight the work that shows keeping track of character actions and/or the repertoire of strategies from previous days.</li> </ul>
<p><b>Partnerships</b></p>	<ul style="list-style-type: none"> <li>Partner A your job is to retell the book you and your partner were reading using your character action jots. You worked on retellings, last year, and I will be paying attention to whether you have identified who, what, where, when, why, and how the character has moved through the story. These words are written here on our easel so that partners can listen and ask each other, if they do not hear the details within your retelling. Partner B, your job is to use your character action jots to say more about your character. Each of you should listen well, so that if you have more to add about the character or fix within the retelling, you can assist your partner. If you finish, you can switch roles with a new book.</li> </ul>
<p><b>After the Workshop Share</b></p>	<ul style="list-style-type: none"> <li>Readers, as we work in our partnerships, it is important that we stay with our partner and say as much as we can about the work we are doing inside our books. Today, I asked Joe and Will to show us how their partnership looked today. Joe is partner A and Will is partner B. Let's watch them and then we will name what is working in this partnership and their study of character.</li> </ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	6
<b>Concept</b>	Readers know characters have wants and problems and think about them across their text.
<b>Teaching Point</b>	Readers make sure details and scenes fit together by rereading if meaning breaks down.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• A book that has many characters and/or confusing parts (lots of characters, lots of dialogue, complex problems) the book <u>Ricky Ricotta's Mighty Robot VS. The Stupid Stinkbugs from Saturn</u> by Dav Pilkey was used for this session.</li> <li>• Post-its</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper for 2nd Grade Character Study Tips Chart</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• This mini lesson connection utilizes the use of a personal story to connect for readers that the way we think in life can be transferred to the way we think in text. Keeping with the same teaching point, feel free to spin your own personal story or use a different connection technique.</li> <li>• <u>Use Disney Pixar movie "For The Birds" on You Tube for Read Aloud today. Treat it just as you would a print text.</u> Readers should have the opportunity to utilize strategies learned from previous lessons, especially tacking character actions during turn and talk... It is utilized in lesson 7 mini lesson.</li> <li>• Read aloud <u>Ira Sleeps Over</u> by Bernard Waber or another text where a character acts in a surprising way before lesson 9.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Readers, once I was walking in downtown Rochester, shopping with my mom and I noticed a little boy walking all alone coming towards us. He was looking behind him and across the street and to the right and left. He was young, like your age maybe, and as I watched him, I said, "This doesn't make any sense...that little boy...all by himself like that, this is not right, I think he is lost". As he walked toward us I said "Are you looking for your mom?" He hadn't been crying, but once I asked him about his mom, he started to cry and told us that he could not find his mom. Somehow they had gotten separated from one store to the next.</i></li> <li>• <i>Things like this happen to all of us, (hopefully not the part about losing our mom) I mean...we notice when something just doesn't seem right...maybe we just think about it and move on, or maybe we tell someone, or maybe we take action and do something about it. I took action that day, didn't I? When the world didn't seem right...a lost boy...I tried to help it back to the way it should be...a found mom.</i></li> <li>• <i>Readers must take action too, to make things right when at times things don't make sense. We can't just keep reading on...we can't just tell someone and not ask for help. As readers, it's our job to fit all the details and scenes together in our stories and make sure they make sense. If they don't, then we need to reread and think a little longer until we understand how the pieces of our story fit together. We found the little boy's mom, by simply waiting with him on the corner because I figured she was looking for him, too. We didn't leave him until his mom had him in her arms.</i></li> <li>• <i>I want you to be the kind of readers who don't leave something that doesn't make sense until you are sure that it does. Strong readers take action and stay with parts that don't make sense until they do.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>I wanted to start reading this book, by Dav Pilkey, <u>Ricky Ricotta's Mighty Robot VS. the Stupid Stinkbugs from Saturn</u>. So I'll do what readers do and read the blurb on the back and the chapter titles if they are there...thinking about what the story is about and what problem Ricky might have. Here's the blurb (read)</i></li> </ul>



## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

<p><b>Teach, continued</b></p>	<ul style="list-style-type: none"> <li>● <i>Wait! I'm already thinking something doesn't seem right to me. I've never read this series and it seems like there are so many different characters and different places to keep track of. I'm going to have to read this again, slowly, stopping to ask myself if I have a picture of what is happening in my mind... Reread each sentence, thinking aloud, ticking characters across fingers.</i></li> <li>● <i>Ok...so now I see that Ricky, his Robot and Lucy are all characters I'll have to think about. I'm thinking his first little problem is that he has to play with Lucy but Ricky's big problem comes when a stinkbug kidnaps Lucy. Sergeant Stinkbug is another character. At the moment, I'm predicting he's the bad guy. The blurb says things get much much worse...So I'm predicting that the Stinkbug bad guy is going to Kidnap Lucy but also cause problems for Ricky's town, named Squeakyville. Seeing that Sergeant Stinkbug is a space-monster...maybe he plans to take Lucy to outer space.</i></li> <li>● <i>I've only read the title and the blurb, but I wasn't sure how all of the characters and the setting fit with the problem...I had to reread to fit all the details together. I had to make a picture in my mind or create scenes, like in a movie, so I knew what was going to happen next. I now see this story as a fantasy, definitely a make-believe story where Ricky will have to try and save Lucy and maybe even his town.</i></li> </ul>
<p><b>Active Engagement</b></p>	<ul style="list-style-type: none"> <li>● <i>Readers turn and talk with your partner about what readers need to do if something does not make sense or seem right as they are reading along.</i></li> <li>● <i>Listen in and talk with readers.</i></li> </ul>
<p><b>Link</b></p>	<ul style="list-style-type: none"> <li>● <i>Readers, this is pretty clear. I heard so many of you say you had to reread until you were sure what you had read made perfect sense to you. I hope you will also remember how it's important you stay with that part that is tricky and really think about how all the pieces fit together. Ricky Ricotta stories have more characters and made up names and places...there is just more to think about or find confusing...some books are like that. We just have to be the kinds of readers who stay with the tricky parts and make sure they make sense to us. Today, if you find that you've had to reread a really tricky part, in addition to all the other work you are doing with your character studies, will you just flag that page with a post-it. You don't need to write anything on it. Just place a post-it there. I'll be looking for readers who have stopped in places to reread and make sure they understand before reading forward.</i></li> </ul>
<p><b>Mid-Workshop Teaching Point</b></p>	<ul style="list-style-type: none"> <li>● <i>Highlight the work of rereading and any work shows how readers are pulling from a repertoire of strategies.</i></li> <li>● <i>Try to showcase readers who have flagged pages for rereading.</i></li> </ul>
<p><b>Partnerships</b></p>	<ul style="list-style-type: none"> <li>● <i>Today in partnerships, if you had a tricky part where you needed to reread, please share that with your partner. Sometimes talking with our partners will actually help us figure out tricky parts even better than when we are by ourselves.</i></li> </ul>
<p><b>After the Workshop Share</b></p>	<ul style="list-style-type: none"> <li>● <i>Let's add on our tip chart that readers should reread when they are not sure how all the pieces fit together. This way, we will be able to remind each other when we are talking about our stories, retelling and saying more about our characters that all the pieces should fit and make sense. If we hear parts that don't make sense, as partners, we will need to speak up and help each other be the kinds of readers who stay with a part, reread until we are sure we know what is happening.</i></li> </ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	7
<b>Concept</b>	Readers distinguish between their characters' traits and feelings and use their knowledge to describe and understand their characters.
<b>Teaching Point</b>	Readers use specific words to describe their characters by referring to text.

<ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com/watch?v=xdTS_UPV1-k">Disney Pixar movie "For The Birds"</a> on You Tube or Read Aloud story with strong character traits and feelings to refer that has previously been read aloud Post-its</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper for 2nd Grade Character Study Tips Chart</li> </ul>
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<b>Tips</b>	<ul style="list-style-type: none"> <li>• Students may need additional support to generate character trait vocabulary, a chart or picture dictionary listing traits may support this work.</li> <li>• Additional lesson could be added to understand the difference between traits and feelings.</li> <li>• Plan to watch the digital text, <a href="http://www.youtube.com/watch?v=xdTS_UPV1-k">Disney Pixar movie "For The Birds"</a> during read aloud before this lesson. Readers should have had the opportunity to watch and then utilize their thinking strategies related to this character study OR...</li> <li>• Plan to use a book you have read aloud previously in this mini lesson. The book is not new to the readers.</li> <li>• Plan to keep a list of traits from your lesson either on post-its or chart paper, so that readers see you jotting traits related to actions.</li> <li>• The bold traits are only there to show how we want to elaborate, you may name a trait not listed. If the trait fits, run with it. This work with literacy values many perspectives. The same holds true for the perspective your readers bring.</li> <li>• Readers can choose a new text or reread text previously read for this work.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, yesterday we watched the <a href="http://www.youtube.com/watch?v=xdTS_UPV1-k">Disney Pixar movie "For The Birds"</a> during read aloud. We brought all that we knew about being thoughtful readers, strategic readers to watch and understand the short story. We quickly learned that the story focused on the Big Blue Bird and a group of tiny blue birds. Today it is going to help me teach you that we don't just guess a character's traits. One way to get at traits is to pay attention to the character's actions. Remember a trait is the way a character or person is on the inside and we see that trait in characters or people by watching them. For example, I know people say a trait of mine, is that I'm hard working. I'm always that way; each and every day no matter what I am doing...that's a character trait of mine. People can tell that it is a trait of mine because they see me working, at school, at home, at my children's school...they can point out many times in the day that show I am hard working. I want us to watch the short film again right now, but I plan to stop it in places so that I can think, like a reader, naming character traits I see based on the character's actions. Today in your own reading, you will pay attention to character's actions and use those actions to name traits of your characters. Watch me as I watch <a href="http://www.youtube.com/watch?v=xdTS_UPV1-k">Disney Pixar movie "For The Birds"</a>.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• Play. Stop at about: 38 sec.</li> <li>• <i>Readers, I am already noticing the actions of this first little bird and then the actions of the birds that look just like him. One bird lands on the wire. Nothing happens, but the second bird lands on the wire and now the first little bird is pecking and squawking at him. He seems annoyed that the second little bird came and took up some of the space on the wire. I might say that a trait of the first little bird is that he is <b>Mean, Rude</b> or <b>inconsiderate</b>. I came up with these traits based on watching his face, his body and the actions he took as he interacted with the other birds. I'm just going to jot these traits down as you watch the next part.</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

<p>Teach, continued</p>	<ul style="list-style-type: none"> <li>• <i>Play. Stop at :52 sec.</i></li> <li>• <i>Wow! I think I'm going to stick with my character traits I named for this whole group of characters. They are <b>mean, rude</b> and <b>inconsiderate</b>, which means they are <b>unthoughtful</b> to the other birds. It seems to me that I could even add <b>Selfish</b>. They all want their own space and are quite nasty to each other as the others join on the line. So wait. I've added <b>unthoughtful, selfish</b> and <b>nasty</b> as more traits based on these characters actions in their face, from their bodies...I could see how they were acting. Let's watch more.</i></li> <li>• <i>Play. Stop at 1:09</i></li> <li>• <i>OH MY! I am still thinking the traits of these little birds are the same. Did you see how when the big bird honked and waved at them, the little birds made fun of him, by pretending to be that friendly bird. I could add <b>bully</b> to my list of traits for the little birds. But now I have the big bird to think about. Based on what I saw I would say so far, he appears to have actions that show <b>friendly</b> and <b>warm</b> character traits, right? His face lights up when all the birds turn to him and he gives a little wave. Let's keep watching.</i></li> <li>• <i>Play. Stop at 1:22</i></li> <li>• <i>Did you notice that the big bird is leaning towards the little birds, again that makes me think he is friendly, and again, the little birds are moving away from him and talking about him, which has me keeping my traits of <b>mean, rude</b> and <b>inconsiderate</b>. Let's continue.</i></li> <li>• <i>Play. Stop at 1:45</i></li> <li>• <i>Actions of the big bird. He flies down closer to the little birds. He lands right in the middle. Those actions show <b>friendliness</b>, he also appears to be <b>joyful</b> and <b>charming</b> as he sits with the other birds. He's looking at all the birds and singing out joyfully. And what do those little birds do? They poke him, I could add <b>disrespectful</b> to their list of traits. They poke him and the big bird tips upside down, holding on with his feet. As I think about it...I might say the big bird is <b>determined</b> to be their friend. He's holding on to his place on the wire upside down...he is <b>determined</b> to be part of their group.</i></li> </ul>
<p>Active Engagement</p>	<ul style="list-style-type: none"> <li>• <i>Now, I'm going to show the next part. Partners A I want you to watch the big bird, especially. What actions do you see from him and then think what traits would you name for him. Partners B, I want you to watch the little birds, watch their actions. Then think, what traits would I give them based on those actions. Let's watch.</i></li> <li>• <i>Play. Stop at 2:12.</i></li> <li>• <i>Turn and talk about what traits you would name for the big bird, Partners A and for the little birds, Partners B (Listen for actions: little birds smiling about being mean, chanting to knock down the big bird, Big bird chanting to be part of the group, thinks its a game of fun and then listen for traits attached to those actions.)</i></li> <li>• <i>Listen in and coach and push actions to traits.</i></li> <li>• <i>Let's all watch the big bird now. what traits would you give him?</i></li> <li>• <i>Play. Stop at 2:34.</i></li> <li>• <i>Turn and talk (Should hear, playful, joyous, funny, light-hearted, sweet) Feel free to share these if unheard.</i></li> <li>• <i>Let's watch the until the end now.</i></li> <li>• <i>Play until end.</i></li> <li>• <i>Isn't it amazing,..that big bird...even after how mean those little birds have been, he hands that little bird a leaf for cover, seeing that he lost all of his feathers and is naked. That's an action, isn't it? It further tells us that the big bird is <b>thoughtful, considerate and caring</b>. And as all those little birds fall...the big bird is laughing because remember he's <b>playful and joyous</b>..I don't see his laughter as mean, do you? I see it as the kind of laugh you have with you friends when something silly happens....but he is also covering his eyes, he is <b>considerate and respectful</b>.</i></li> </ul>
<p>Link</p>	<ul style="list-style-type: none"> <li>• <i>Readers, we used digital text today to look carefully at characters actions and how those actions can lead us to list traits for our characters. Working with traits is not new to you. I have your first grade trait list from last year. But what is new, is being the kind of reader who is able to spot each action and push themselves to say what that tells you about your character. Today, I'd like you to list traits for your characters. You can do this on your post-its...just like you saw me writing traits for the little birds and big birds. Of course, you will pay attention to the main character...but you should also pay attention to the other characters that interact with the main character. The way the act with each other will tell you a lot</i></li> </ul>

## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

	<p><i>about them. Didn't we learn a lot about the little birds and the big bird by paying attention to their actions towards each other, and just their actions?</i></p>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>● Highlight the work of listing traits and any work shows how readers are pulling from a repertoire of strategies.</li><li>● Add traits to list of traits if new ones arise.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● Ask readers to share and compare the actions they spotted and what traits they thought about in relation to those actions. Tell them to pay attention to what their partner has thought, because a partner may have caught a something that the other partner did not.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, I know I have more work to do with you around these character traits. Many of you are naming character feelings...saying that the little birds were angry. That is a feeling a person has that comes and goes. Remember in the movie the little birds were angry numerous times, but they were also happy making fun of the big bird and happy when they were chanting to knock the bird down. Those were their feelings. Not traits. We also don't want to label our characters as just nice or just label them as just one way. We should have numerous words to describe how they are. Nice, doesn't tell us much detail does it? But if we add that the characters actions show us they are thoughtful, caring, unselfish, polite, respectful. Then we get a better idea of the kind of person they are. You've given me some ideas for work we need to do next.</i></li></ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	8
<b>Concept</b>	Readers distinguish between their characters' traits and feelings and use their knowledge to describe and understand their characters.
<b>Teaching Point</b>	Readers track characters feelings by jotting on timelines in notebooks how characters feel from beginning to end.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• <u>Disney Pixar movie "For The Birds"</u> on You Tube or Read Aloud story with strong character traits and feelings to refer that has previously been read aloud Post-its</li> <li>• Chart paper for 2nd Grade Character Study Tips Chart</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared Timeline showcasing a read aloud text or <u>Disney Pixar movie "For The Birds"</u> (See Unit 2 Resource Packet)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Readers can choose a new text or reread text previously read for this work.</li> <li>• Read aloud before lesson 9, <u>King of the Playground</u> by Phyllis Naylor and <u>Ira Sleeps Over</u> by Bernard Waber or another text where a character acts in a surprising way. (Reference for lesson 9)</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, I want to share with you the chart I made from our work with Disney's short film "For the Birds". This chart is going to help me explain to you how readers must see the characters traits and the characters feelings as they read. Traits and feelings are two different parts of the characters we are looking for. Remember I said one of my traits was that I was hard working. Well, even though I'm hard working, I might be happy or sad, or angry or frustrated, or disappointed or feeling silly as I do my work. If I'm folding laundry and my youngest son comes and knocks over all my neatly folded towels I might feel angry. But I might also laugh and feel silly, because I know that he loves to knock down anything that has been stacked up! So when we think about our characters, we have to name their traits but also keep track of how they are feeling. Let's look at the thinking from "<u>For the Birds</u>".</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• Use the chart to explain how as a reader you were thinking about traits and feelings as two separate characteristics of the characters.</li> <li>• Explain that you set the chart up like a timeline; from the beginning of the story to the end. Readers follow characters traits and feelings from beginning to end.</li> <li>• Use a simple explain and example format here where you are explaining your thinking and the chart is the example of that thinking work running alongside the digital text.</li> <li>• Leave some thinking for your readers to do for active engagement. Think about what you will pose for thought. Ideas: What do you notice about the traits of the two characters or the feelings of the two characters? What can we say about the little birds throughout the story? What can we say about the big bird throughout the story? What does the author want us to know from watching and thinking about these characters?</li> <li>• You will have reread your chart during the teach so as to unlock any tricky decoding that might prove challenging for lower readers.</li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• Pose one or two of the questions from above and ask partners to turn, talk, point and reread the chart.</li> <li>• Make sure you are interacting with readers and listening for what they are noticing. Use this time to push them to make big claims about characters and authors message.</li> </ul>
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<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Readers, you saw one way that I kept track of the characters from a story we've shared. There are many</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

	<p>ways to do this “keeping track”. You can simply make a “T-chart” on your post-it (Show) and write traits on one side and feelings on the other side. Or you could make that same T-chart in your notebook for more room, if you wanted. Another idea is that you could put a T- for traits and just write the Trait and put a “F” for feelings and write the feeling. (show) This could also be done on post-its or in your notebook. Each of these examples should also have the character name on them. See on my chart how I wrote Big Bird and Little Birds. That way we will all know who you are thinking about. I want you to decide today, how you plan to keep track of your characters traits and feelings. You might even come up with a way I haven’t thought about. I’ll share some examples of this thinking it a little while.</p>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>● Highlight the work and any work shows how readers are pulling from a repertoire of strategies</li> <li>● Continue to add traits to chart if they arise</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>● Today, partners, will you share how you decided to keep track of character traits and character feelings. talk with each other about whether traits or feelings changed across your story.</li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>● Readers, I thought your work with character traits and feelings went really well today. This is hard work. I thought we’d quickly make a t-chart for ourselves of traits on one side and feelings on the other. Just call out in whisper voice traits you know some of our characters have had as we’ve been studying them. If you hear and see me write your trait you are thinking, then stop calling out and listen to the others...(Yes...everyone is calling out...try to repeat what you are charting so that voices will drop off if their trait is written) Now , let’s do the same with feelings. Use a whisper voice, and call out a feeling your character or our characters have had in the stories we’ve been reading, again, stop calling out if you hear me place your idea on the chart.</li> <li>● This is a quick way to assess what your readers are thinking. Only chart correct responses ignore incorrect responses, but notice where they are coming from so that you can pull those readers in to small group work or conferences to help them build their knowledge.</li> </ul>

#### Example of possible chart

<u>Traits</u>	<u>Feelings</u>
Thoughtful	worried

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**Lesson Plan**

<b>Session</b>	9
<b>Concept</b>	Readers distinguish between their characters' traits and feelings and use their knowledge to describe and understand their characters.
<b>Teaching Point</b>	Readers notice when their characters do something surprising or out of character by stopping and saying "What? This is not like the character I know. Why is he\she acting this way?"

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Read aloud book <u>King of the Playground</u>, by Phyllis Naylor or another read aloud story where a character acts in a surprising way</li> <li>● Chart paper for 2nd Grade Character Study Tips Chart</li> </ul>	<ul style="list-style-type: none"> <li>● Read aloud book, <u>Ira Sleeps Over</u>, by Bernard Waber or another read aloud story where a character acts in a surprising way</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● Ask partners to bring their like title to the Share Time.</li> <li>● Jot lot could be a wall space instead of a chart or pocket chart.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● <i>Readers, sometimes people act in surprising ways. For example, I remember when principal XXX let people throw pies at her for reading month last year. She was laughing and covered in pie and whipped cream. She's always so serious and polished (meaning looking put together) and then we see her cracking up and having a great time with pie and whipped cream dripping from her face. It was surprising to me that she would want to be part of that action.</i></li> <li>● <i>Characters act in surprising ways, too sometimes. And as readers, it is our job to stop and say "What? This is not like the character I know". Why is he/she acting this way?" Let's think about principal XXX...why do we think she was acting that way with the pies at the end of reading month...I think she wanted the kids...turn and talk to your partner...why do you think she was acting that way?</i></li> <li>● <i>Yes, I heard many of you saying that she wanted the kids to see that because they worked so hard to read so much, she would do something crazy so that the kids could laugh and act silly. She was thinking of her students wasn't she? Well, it's important that we pay attention when our characters act in surprising ways and ask why they are acting in that way. Let me show you how this looks while you are reading.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>When we read <u>King of the Playground</u>, yesterday, we were all shocked when Sammy and Kevin hit heads in the sandbox and Sammy didn't start screaming and yelling mean words. Sammy had been so rotten up until that part (Turn to part and show pages). He was rude and obnoxious, mean, and selfish. And then, he sort of laughed when Kevin bumped his head from digging a big hole like himself. Wasn't that out of character for Sammy? So I have to say "what? That isn't like the character I know...why would he act that way? Well, then I have to answer my own question.</i></li> <li>● <i>Why would he act that way? Huh? I'm thinking that Sammy is realizing that he likes talking and interacting with Kevin and that he actually is having a good time in his company. I can say that because he continues to talk to Kevin about the castle Kevin wants to build. And the story ends with Kevin asking Sammy if he wants to help...Sammy says NO...but we learn he helps anyway.</i></li> <li>● <i>When I notice that surprising way that Sammy has acted...I realize that he has changed his traits from the beginning of the story to the end. In the end, he is cooperative and helpful to Kevin, isn't he?</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>Now, readers, I want you to think about Ira...in <i>Ira Sleeps over</i>. He acts in a very surprising way near the end also. It's right here on page 39 (Show pages). Remember, he get up out of bed after seeing that Reggie got Foo Foo? I want you to turn to your partner and say, What? That's not like Ira...why did he do that...and talk with your partner about why you think Ira surprised us. Now talk with your partner, what does that surprise action tell us about Ira...did he change or grow his thinking across this story? Turn and talk.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>Readers, today if you are reading or rereading a story, and come across a part where you think it is really surprising or out of character for the character to act in a certain way I'd like you to write an "!" exclamation on your post-it, like this...and stick it on that page. But also make sure you stop long enough to think about why they have acted that way and what you have learned about your character from their surprising actions.</li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>Look for "!" post-its during IDR. Talk with readers about their thinking. Share the work with the class if it feels like it would raise the level of work for others.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>Partners, we have so much to share and talk about. Maybe it's our characters problems, maybe it's our character's traits and feelings, maybe it's the surprising way our characters have acted and what we thinking about that...make sure you talk about how you would like your partnerships to go today and what you hope to talk about and then settle into your conversation .</li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>Readers, please bring a like title to the share time today. Something I want to remind you of, that you can use in partnerships and conferences, small groups and in your own head even...is when you say something about your character, it's important that you go back in your book and show your partner where you gathered that idea. So it might look like this: "we were reading <i>Ira Sleeps Over</i> as partners, and I thought it was really surprising that Ira went back to his house to get TAH TAH...because all throughout the story he was unsure what to do about bringing his bear, here on page 5, right from the beginning his sister tells him he shouldn't bring his bear. And then on pages 10 and 11, Ira thinks about it wondering what to do. And on page 14 even though his parents said he should bring Tah tah, his sister again says that Reggie will laugh. On page 15 Ira decides NOT to take him! But then he decided he will on page 21. But his sister again, tells him he will be made fun of. So he decides not to take Tah-Tah... So it was surprising that he actually, got out of his bed in the dark and walked home to get Tah-Tah. This tells me that he realized that Reggie slept with a bear so it must be OK for him to sleep with a bear. His friend Reggie helped him see that he could just be himself. Readers, do you see how I was turning back in the book and telling you, my partner to look at certain page numbers? It's important that we use the pages and the text to grow our ideas and that we point out where we got those ideas. Our books will be like maps to our thinking and we'll point out all the places where we thought smart. Right now, I want you to turn and talk with your partner about an idea you are having from your story. I want to see you opening your book and pointing to the place where you gathered that idea. Partners, you should turn to that page, too. You have the same books...so each of you can follow along with the other person's idea. Let's see readers talking and pointing out pages, where thinking came from.</li> </ul>



**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	10
<b>Concept</b>	Readers use their thinking about their characters to find deeper meaning in books.
<b>Teaching Point</b>	Readers listen to their partners ideas and add more to those shared ideas by asking, “Why would...?” or “Would You?” to create new thinking about characters from their conversation.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Chart paper- Partners Help Build Talk about Characters to think Deeper about Stories: “Why would...? and “Would you...?” (See Resource Packet Unit 2)</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>This last bend moves students towards not just reading to learn about their characters but that authors sometimes write about characters to help us learn about ourselves and the world.</li> <li>Today, ask partnerships to meet first and then meet for independent reading. This places the practice in partnerships as the priority. Plan to confer and meet with small groups of combined partners.</li> <li>Ask a student to help you demonstrate the teaching point. They will act as your partner. You will talk about a shared text, maybe “<u>For the Birds</u>”.</li> <li>Share time utilizes fish bowl. Watch for a partnership demonstrating expectations to showcase for the class.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>Readers, partners, need really careful listeners. Sometimes, when we are meeting with our partner, each of you just tells your ideas, and then you move on to the second person’s ideas. And, neither of you stop to ask each other more about what has been said. You really might have been listening, but there is no ways to tell that you were...you just move on. I want to show you today how partners should share their ideas, but the listener should ask questions so that the two of you create more ideas about your characters. I want you to ask “Why would... or would you?” I wrote them here on this chart paper just so we would remember to use these two questions.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>I’ve asked Evan to help me with the mini lesson today. He is going to be my partner. Evan and I have both watched and talked about <u>Disney’s “For the Birds”</u> so we are going to talk about that digital text. Evan tell me what you are thinking about the story “<u>For the Birds</u>” and the characters in that story.</i></li> <li>The plan here is to ask the student “Why would the big bird...?” or “Why would the little birds...?”Based on the students response you can then ask “Would you...why?”</li> <li>You are demonstrating how the two shared questions on the chart can help partners create more ideas around their characters and spend more time growing their conversation.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Readers, I want you to turn knee to knee with your reading partner. I want Partner B to start the conversation by sharing an idea you have about the characters in either King of the Playground or Ira Sleeps Over. Partner A, get ready to ask “Would you blah blah blah? or “Why would ....Blah blah blah?” You must fill in the Blah blahs with your own ideas. Go ahead and talk.</i></li> <li>Listen in and coach. Whisper responses in ears, watch for exemplar partners.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>Share what you saw partnerships saying and doing that meets the mini lesson expectations.</li> <li>Talk about trouble spots observed.</li> <li>Give tips to help this work take off on its own during partnerships</li> </ul>

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### 2nd Grade: Character Study, Unit 2

<b>Partnerships</b>	<ul style="list-style-type: none"><li>• Send partnerships into meetings after the mini lesson. Watch for use of the teaching point strategy. You may want a partnership to demonstrate their conversation during the share time.</li></ul>
<b>Mid Workshop</b>	<ul style="list-style-type: none"><li>• Highlight a partnership that has used the questions to grow their thinking and conversation as an example for others to do the same. After partnerships practice, send readers to independent reading with the idea that they should think about the conversations they have had as they read forward in their stories.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• Use a “fishbowl” viewing structure to watch a partnership in action. If there were numerous good examples/partnerships then feel free to set up numerous viewing groups instead of one for the entire class to watch. Readers may watch exemplar partnerships in small groups. Debrief with the group strengths observed and suggestions for building conversation.</li></ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	11
<b>Concept</b>	Readers use their thinking about their characters to find deeper meaning in books.
<b>Teaching Point</b>	Readers share their opinions about their characters by telling others what they think about their character and what they think about their character’s behaviors.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Chart paper for 2nd Grade Character Study Tips Chart</li> <li>● Chart paper- Partners Help Build Talk about Characters to think Deeper about Stories (Resource Packet Unit 2)</li> </ul>	<ul style="list-style-type: none"> <li>● Previous stack of books from mini lesson work or read alouds (<u>Mr. Putter</u>, <u>Fox on Wheels</u>, <u>Ira Sleeps Over</u>, <u>King of the Playground</u>)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>●</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● <i>Readers, I bet you share your opinion about everything in your life throughout your day. Your opinion is your view on something based on facts or knowledge. So for example, you may have the opinion that we don’t spend enough time at recess. You might say, we should spend more time at recess because getting fresh air and moving around is good for kids. Or you might have the opinion that classroom needs more books. You might have this opinion because it is hard for you to find books you like to read. And, there are people that might have the opinion that schools should have no recess because there is so much to learn in the classroom. And there are people who would have the opinion that we have enough books to do our work because they see our crates and crates filled with books. Your opinion is your own view. Readers carry opinions about their characters and they share those opinions with others, We share our opinions about what we think of our character and of our character’s behavior.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>Let me show you what this looks like. We read <u>Ira Sleeps Over</u> and as I think about Ira, in my opinion I thought it was silly of him to listen to his sister. In my opinion, he should have done what he wanted from the beginning. If he wanted to bring his teddy bear, then he should have brought it, instead of letting his sister talk him into not bringing it Reggie’s.</i></li> <li>● <i>And in <u>King of the Playground</u>, in my opinion I really liked the way the dad made Kevin think about how Sammy really couldn’t do any of those mean things to him. In my opinion, I think Kevin was smart to finally go to the playground and talk back to Sammy in some of the same ways Sammy had spoken to him.</i></li> <li>● <i>Do you see readers, how I said “In my opinion... and then I shared what I really thought about these characters? I’m sharing my own ideas. Not the ideas from the author, but I am using the facts from the story to tell you why I have that opinion. You might agree with my opinion. Or you might not agree with my opinion. Maybe your opinion is that Ira was smart to listen to his sister so he wouldn’t be made fun of.</i></li> <li>● <i>Even though we have read the same stories, we can have different opinions about them.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● <i>Now I want you to think about <u>Mr. Putter and Tabby Walk the Dog</u>...what are your opinions about Mr. Putter’s actions and behaviors? What do YOU really think of how he acted and the decisions he made?</i></li> <li>● <i>Turn and tell your reading partner your opinion of Mr. Putter.</i></li> <li>● <i>Listen in and coach.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>● <i>Try to capture differing opinions of Mr. Putters actions and behaviors. If not, throw in differing opinions to give readers more to think about than the same view shared by many.</i></li> <li>● <i>Readers, as you are reading today, think not only about noticing your characters wants and problems,</i></li> </ul>

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	<p><i>their traits and feelings, their places of strong feelings...but also think, "what do I really think of this character?" That way you can share your opinions with your partners when we meet today. You will probably want to jot a quick post-it that says, I think...because...</i></p>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>● Highlight work that reflects all the work of the unit and the ideas of opinions about characters.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● Ask partners to add a bit of talk on their opinions of their characters as they also meet to talk about the previous teaching points.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, it is important that we understand that readers agree and they disagree. Just because our partner thinks that the characters behavior was a good choice and you think it was a bad choice doesn't mean you are poor partners....it actually shows that you are strong partners. You are the kind of partners that can think differently, show why you think that idea and respectfully, understand why someone might disagree with your idea. When we share our opinions we have to be OK with the idea that someone else might view the topic, or character differently than we did. This is just good thinking work!</i></li></ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	12
<b>Concept</b>	Readers use their thinking about their characters to find deeper meaning in books.
<b>Teaching Point</b>	Readers prepare for their partner by jotting notes and gathering thoughts before they meet with their partner.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Chart paper- Partners Help Build Talk about Characters to think Deeper about Stories (Resource Packet Unit 2)</li> <li>Readers need to bring their reading bag/bin to the mini lesson</li> </ul>	<ul style="list-style-type: none"> <li>Digital text/story <u>Mouse for Sale</u> by Wouter Bongaerts (Disney Favorite) found on You Tube for Share Time.</li> <li>Jot Lot Chart</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Ask readers to bring their bags/bins to the mini lesson and the share time today and sit beside them without fumbling through them. This active engagement strategy is utilized to show the varied approaches to practice within the mini lesson. If it makes you worry about management, prep readers a little before they come with their bags/bins. You can always devise a different way to practice within the same teaching point, also.</li> <li>Add to charts started as unit progresses, using mini lesson, mid-workshop, or share time to add an important teaching point to remember.</li> <li>Readers have been in partnerships for a long time at this point. IF you feel your readers do not need this mini-lesson, move on. You could also use this lesson with small groups or partner conferences as needed.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>Today I want to teach you that it is important to prepare for your partner. You can think about your partner as you read and think and jot. You can prepare to talk with them as you read by yourself, taking notes and thinking about what you would like to talk about with your partner before you ever get there. It's a lot like inviting a friend over and making some plans to do a few things before they arrive. Maybe you ask your mom if you can use the beads for making bracelets , or maybe you ask your mom if you can fill water balloons to have a toss or a fight...you are thinking about what you'd like to do before your friend (your partner) gets to your house. I want you thinking about what you would like to talk to your partner about before you get to your partnership. That way you can tell your partner what you would like to do in the partnership or what you would like to talk about and they will do the same.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Watch me as I show you how I might read and jot and think with my partner in mind while I am working by myself.</i></li> <li>Demonstrate taking book out, reading jotting and thinking aloud with the strategies of the unit and a partner in mind. Show how jots can be lifted higher in text so that you know where to find them quickly for your partner. Show how you might write "What would you do...?" from the anchor chart when thinking of characters actions and explain that you will ask your partner this question.</li> <li><i>Readers, you have watched me prepare for a partner. Now, I want to give you a few minutes to practice this for yourself.</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>You brought your bags/bins to the mini lesson, because I want you to think about what you want to talk about with your partner. Take a few minutes and look through the books you are reading together. Look over your jots and notes; maybe raise a jot higher in the text, so you don't forget it. Maybe jot a question you want to ask your partner. Go ahead and prepare a little.</i></li> <li>Move between readers noticing their strategies for preparing to talk to their partner. They will also see that other readers are preparing, which makes for a strong influencing strategy for all.</li> </ul>
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<b>Link</b>	<ul style="list-style-type: none"><li>● Notice and name the different readers' actions you saw for preparing for their partnership talks. Remind readers to continue to prepare as they read on their own during reading time.</li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>● Notice and name preparation for talking to partners. Express how much more these readers will have to talk about.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● <i>Readers, please make sure you share with your partner how you prepared to talk to them, tell them what you would like to talk about and why. Also listen to what they would like to talk about and why. Continue to follow our partnership procedures, but see if you can also be the kind of partner who listens, and asks questions that have your partner saying more.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, I asked you to bring your bins/bags to share because I want you to use your pens and a post-it after we watch a minute of this digital story called, <u>Mouse For Sale</u> by Wouter Bongaerts (Disney Favorite) It's a short digital story about a mouse that wants a friend. I want you to watch the first part of this story and think about how you would prepare to talk to your partner about what you are seeing and hearing. Would you want to tell your partner some of your thinking about the main character or would you want to ask your partner a question? Keep in mind that we are staying close to our character study. Let's watch and then once I turn it off you can jot a note in preparation for your partner.</i></li><li>● <i>Play. Stop at 1:42</i></li><li>● <i>Readers think about the characters and their traits, their feelings and their actions...what do you want talk to your partner about. When you have jotted a note, please place it on our Jot Lot and we will store them there until tomorrow's Reading Workshop time.</i></li></ul>

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**Lesson Plan**

<b>Session</b>	13
<b>Concept</b>	Readers use their thinking about their characters to find deeper meaning in books.
<b>Teaching Point</b>	Readers talk about the important parts of their stories by paying attention to the strong feelings/emotions of their characters so they can think about what the story is really about.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Chart paper- Partners Help Build Talk about Characters to think Deeper about Stories (Resource Packet Unit 2)</li> <li>Jot Lot Chart</li> </ul>	<ul style="list-style-type: none"> <li>Digital text/story <u>Mouse For Sale</u> by Wouter Bongaerts (Disney Favorite) found on You Tube for Share Time.</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Read Jot Lot looking for thinking from readers in response to yesterday’s lesson and share time. Take notes for future teaching.</li> <li>Ask readers to bring their post-it from the Jot Lot to the mini lesson for the connection, today.</li> <li>The work behind “what the story is really about” is challenging thinking. Some will easily see the author’s message, while others will see literally what’s on the page. These are beginning steps and times for you to take note of big thinkers and readers that need more support.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>Readers, as you make your way over for the mini lesson will you please pick up your jot off the Jot Lot and bring it with you to the meeting area. Yesterday we watched just a little over a minute of a short story about a mouse that wanted a friend. I’m going to show you that same portion again, much like rereading and then I’d like you to share your jot with your partner and start a little conversation.</li> <li>Play Digital text/story <u>Mouse For Sale</u> by Wouter Bongaerts (Disney Favorite)</li> <li>Stop at 1:42.</li> <li>Readers share partner planning from yesterday and talk.</li> <li>Teachers, talk into partnerships and notice and name reading process work and partner work.</li> <li><i>Readers, today you connected with our work and each other to get our lesson going. But as I read your post-its last night, I realized that I hadn’t taught you something really important to your conversations and understandings. And that is, Readers pay attention to the important parts of the story by noticing where characters have strong feelings. When we pay attention to the strong feelings our characters have, it helps us focus in on the important parts.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li><i>If I think about the story we’ve all been watching I think about where I see strong feelings. Well...I saw the Mouse have strong feelings when the two boys first came to his cage. He looked so excited, that’s a strong feeling. He looked so excited to have the boys looking into his cage. And then I noticed that the mouse had strong feelings again when the boys were making faces at him, this time, his feelings were strong in the opposite way, he felt really sad, disappointed that the boys didn’t like him for a friend.</i></li> <li><i>Are you noticing that I’m not picking out the part about the door opening and two boys walking in or the part where the mouse is sitting in his cage...I didn’t really notice strong feelings in those places. So, I’m thinking they certainly help the story move along, but probably aren’t the most important pieces of text to talk about with my partner. I tried to pick out and talk about the parts that showed strong feelings. Did you listen to how I did that?</i></li> </ul>
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### 2nd Grade: Character Study, Unit 2

<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● <i>I hope so...because now you are going to try to pick out the important parts to talk about with your partner as we watch a little more of the story.</i></li> <li>● <i>Let's start the story again, watch for strong feelings in the character's actions, their faces, bodies, and movements...these are the important parts that we want to talk about with our partners. If you feel like the character feels, you are probably seeing and feeling a strong feeling...pay attention to that part...so that we can talk about the important parts.</i></li> <li>● <i>Play. Stop at end.</i></li> <li>● <i>Readers turn and list on your fingers for your partners the parts that seemed important based on strong feelings of the characters. Remember to talk one at a time and feel free to question your partner as we've been practicing.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>● <i>Readers, I heard some of you say that when the little mouse was bouncing up and down, he was so happy to see another boy enter the pet store that appeared to have odd ears like him.</i></li> <li>● <i>I heard other partners talking about the look on the boys face with the mouse in his hand, as he took off his headphones, hiding his very large ears. You said that the boy was surprised I even heard someone said astonished that the boy and mouse shared similar ears.</i></li> <li>● <i>These were important parts of the story, weren't they. These parts help us decide what this story is really trying to tell us. These parts help us decide on the real meaning behind the story...the lessons, the author's message to us...you might be thinking already that this is a story about a little mouse that wants a friend but it is really a story about...how people...tell your partner, what do you think it is really about? Ok...I heard how even though you are different you can find a friend. Or even though you have big ears you can still be someone's friend...you are really pushing yourself to think about what the author wants you to know through the characters. Today, let's try to look for strong emotions in our words and pictures. If we find those places, let's put a post it there with a star like this (demonstrate) or an asterisk like this (demonstrate) that way we have two ways to make a star shape showing that we found an important part.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>● Highlight places with stars and asterisks. Talk with class about the places where readers found strong feelings in their characters.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>● Encourage partners to talk about the important parts based on their noticing of strong feelings. What do those important parts aim to tell us about life. What lessons might we learn from these characters based on their actions and feelings?</li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>● <i>Readers, we have worked so hard these last few weeks thinking about our characters. I want you to think about what you see yourself doing well inside your books and inside your partnership. Think for a moment...what are you really doing well as you read and talk...put that idea in your mind, and I want you to know that I have seen even more strengths in your thinking and reading as conference and meet with you. I am keeping track of all of your strengths and even some of the things I'd like you to work on so that you are a Big Time Reader, always...but especially with characters in stories!</i></li> </ul>



## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

#### Lesson Plan

<b>Session</b>	14
<b>Concept</b>	Readers use their thinking about their characters to find deeper meaning in books.
<b>Teaching Point</b>	Readers catch the changes their characters make by jotting a quick note where they see the character changing and compare their post-its from beginning of the text to the end of the text with a partner.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Chart paper- Partners Help Build Talk about Characters to think Deeper about Stories (Resource Packet Unit 2)</li> <li>Fictitious post-its, with jottings, from readers you taught a different year, you don't recall who: ) that catch character change from a read aloud text, but they each catch something different OR...</li> </ul>	<ul style="list-style-type: none"> <li>Use the JOT LOT. Ask readers to catch character change in read aloud and post jot on Jot Lot. You could bring real student work to the mini lesson</li> <li><u>King of the Playground</u> by Phyllis Reynolds</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>The share time is an example of sharing private conversations for the good of the group. Be on the lookout for exceptional thinking and puzzling and share how readers are using their repertoire of strategies.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>Readers, we have reading partners so that we can grow in our reading, thinking and writing. Today you will read, with your partner in mind. Today I want to teach you that as readers, we can catch when we see our characters changing by jotting a quick note in that spot and then when we get together with our partners we can compare what we caught about character change.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Let me show you. I have a few post-its with jots from previous 2nd graders. I'm sure you'd like to know who...but I really can't recall whose I borrowed...These jots are from the book <u>King of the Playground</u>. I saved them because they really help me show you how helpful it is to have a partner. One partner caught that Kevin changes in the story when we learn that he feels a little bit lucky and a little bit brave the second time here near the end, when he is dressed in his Spiderman T-shirt and Batman underpants and his jeans with the horseshoe. But the second partner noticed that Kevin started to change when on the page before, he and his dad start to laughing about Sammy's idea to lock them up in their house...it was actually Kevin who said "while Sammy was nailing, one door shut, we could walk out the other". Do you see how one partner saw a change on page 18 and one partner saw a change on page 17. When they got together to talk about character change, they each took a turn and explained how they thought the character was changing. In fact, I think I remember they had marked other places in the text where Kevin was changing. But they also marked places where Sammy was changing, too.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Will you simply turn to your partner and tell them what the plan is today during our independent reading time?</i></li> <li><i>Will you also turn and talk to your partner and tell them what you will do with your post-its on change today during partnerships?</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Readers, you can look for character change in the pictures, in the words, in your characters actions...we readers notice out characters start to change in different ways. As Big Time Readers, we also know that sometimes our books hold stories where a character doesn't change...I'm thinking of the Big Bird and the Little Birds in the digital story we watched, "<u>For the Birds</u>". So you will really have to read closely and see if you are reading stories where characters change or they don't and they stay the same.</i></li> </ul>

## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>● Highlight readers who have noticed character change and talk about their process. Also, feel free to use this time for any other business useful to your readers.</li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● Encourage partners to talk about character changes based on their noticings.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, Jimmy approached me during independent reading and said that he had a different opinion of "For the Birds" than I did about character change. He shared that in his opinion the little birds changed a little because they were so embarrassed about losing all of their feathers that they decided to hide behind their new friend the Big Blue Bird. I thought about that for quite a while, didn't I Jimmy? And then I said to Jimmy, I really don't see it that way...in my opinion I think those little birds were just using the Big Bird because he was big and they had nowhere else to hide. And the Big Bird was so thoughtful and kind, that he really didn't hold it against those little birds and he let them hide behind him. Then, do you want to know what Jimmy said? He said, well, in my opinion the Big Bird changed, too. And I said, really...tell me about that... and Jimmy said in the beginning the Big Bird didn't have anyone. But by the end of the story he had this whole group of little birds around him...he wasn't lonely anymore...And guess what... I had to think about that again... Readers, do you see how Jimmy is a reader who is pulling all of our thinking work together? I am so thrilled that Jimmy saw me as a reading partner, someone he could share his opinion with, even though he knew our opinion might have differed. And, Jimmy, really after talking with you, I do see your point. You are right that the Big Bird was lonely in the beginning...he was all by himself and those little birds had so many friends and in the end...the Big Bird wasn't lonely...I'm still unsure about how those little birds are treating him at the moment thought Aren't you?</i></li></ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	15
<b>Concept</b>	Readers use their thinking about their characters to find deeper meaning in books.
<b>Teaching Point</b>	Readers not only learn about their characters, we learn from our characters by asking, “What has my character learned that will help me in my life?”

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Digital text/story <u>Mouse For Sale</u> by Wouter Bongaerts (Disney Favorite) found on You Tube for Share Time.</li> <li>Jot Lot Chart</li> </ul>	<ul style="list-style-type: none"> <li>Numerous Character Books from Read Aloud or Mini Lessons to use for the demonstration and at least one or two for the active engagement</li> <li>“What has my character learned that will help me in my life?” written on chart paper or post-it.</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>You are excepting of lessons big and small here. Small lessons, just as much as big lessons are relevant to your 7, 8 or 9 year old readers.</li> <li>Ask readers to bring bin/bags to share time.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>Readers, last night my son was riding his bike with no hands on the handle bars. He does this all the time. Except, last night, he lost control and crashed. He has a skinned knee, a skinned elbow, and skinned hands. I asked him, “Has this helped you learn a lesson in your life?” And he said, “Yes. When you are riding your bike no-handed don’t try to look behind you”. It made me laugh...because I thought he’d say he learned he shouldn’t ride no-handed. I’m telling you this little story because as we live our lives we are constantly learning lessons to make our lives better and better. Sometimes we learn little lessons, like don’t look behind if you are riding no-handed. I’m calling it a little lesson because you will only get to use that lesson when you are on a bike riding with no hands. Sometimes we learn big lessons like: being a friend to someone who needs one makes both of you happy. I called this a big lesson because I can use that lesson each and every day of my life because I am always around people who could possibly be a friend. We learn these lessons as we play and talk and interact with other people. But we also learn lessons from the characters in our books. We learn life lessons from reading! So, today I want to teach you that we don’t only learn <i>about</i> our characters, but we also learn <i>from</i> them by asking, “What has my character learned that will help me in my life?” I wrote that question here on our easel paper because I want you to use it during independent reading and partnership time.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Let me show you how we ask, “what has my character learned that will help me in my life?” next to the text we’ve been reading.</i></li> <li>Hold up a shared story or read aloud text. Explain what the character learned and then apply that lesson to your own life. Repeat numerous times, quickly sharing the character’s learning and then what you can learn from that character. It is helpful to show this thinking across numerous text, so that readers see that the strategy can be applied again and again. Example: You might say, Mr. Putter learned not to give up on helping his friend, even if helping was hard and that will help me remember not to give up on helping my friends even if it is hard to help them.</li> <li><i>Readers did you notice how I first asked “what has this character learned that will help me in my life? Second, I named what my character learned and third I thought about how I could learn too, that same lesson in my life...I thought about how the character’s lesson would help me as I move forward in my life.</i></li> <li><i>Now, just like we carry different opinions about characters in our minds, we carry different lessons learned...so as I shared what I thought the character learned, you might have been thinking there was a</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

	<p><i>little different lesson inside that book...readers see books differently all the time and talking with our reading partners about the lessons our characters have learned and how it will help each of us will add to our own thinking.</i></p>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Now, I want you to do just what I did. I want you to ask, "What has this character learned that will help me in my life?" the question is right here on the chart. This question has two parts so when you have the lesson the character learned hold up one thumb and when you have how it will help you in your life, hold up your second thumb. Two thumbs up will tell me you are ready to share your ideas.</i></li> <li>• Hold up a read aloud text. Ask readers to first think about the first part of the question and then the second in their own mind. When you see two thumbs up, ask them to share their ideas with their reading partner.</li> <li>• Listen in.</li> <li>• Hold up a second read aloud text. And repeat the process, allowing readers the practice of thinking about what the character learned and how it can help them learn a lesson, too.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>You see, readers, after we've read...these characters stick with us. They can sit on our shoulders, in our pockets, next to our ears...in our minds...we can think of what they learned and let their learning help us in our life when we find we are dealing with similar events or problems. Today, I want you to jot a simple T-chart on your post-It or notebook page (Demonstrate). On this side write the character's name and the lesson they learned. On the other side, simply jot how that lesson is going to help you in life.</i></li> </ul>
<b>Mid Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• Highlight conversations or jots or notebooks that showcase the thinking of lessons learned.</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>• Ask readers to share lessons learned. Be on the lookout for a partnership where they learned different lessons from the same character. This could be used during the share time.</li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>• (See above) Or...Ask readers to bring bins/bags to meeting area. Ask partnerships to join another partnership at the meeting area, so that they are in groups of four. Ask readers to share the lessons their characters learned and how it is going to help in their life. The class could also create a large circle and share lessons learned or post a lesson learned on the JOT LOT. This way, readers would have the opportunity to see and/or hear a variety of life lessons and how some lessons overlap in a series or across different series.</li> </ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	16
<b>Concept</b>	Readers use their thinking about their characters to find deeper meaning in books.
<b>Teaching Point</b>	Readers show they understand their characters by reading aloud using the mood and the tone of the character's traits and feelings and role playing scenes from their stories.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Chart paper- Partners Help Build Talk about Characters to think Deeper about Stories (Resource Packet Unit 2)</li> </ul>	<ul style="list-style-type: none"> <li>Book to demonstrate using mood and tone of character's traits. The book <u>Good Day Amelia Bedelia</u> by Peggy Parish was used as an example in this session.</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>This lesson begins the work for the unit celebration. This lesson could become one in a string of a couple lessons over multiple days in preparation for the shared celebration. Each day, should teach readers ways to improve their fluency and interruptive reading based on their character or assist with acting as if they are their characters.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>Yesterday, I was listening to Eli read. He was reading <u>Good Work Amelia Bedelia</u> . I sat to confer when Eli had turned to page 47. I asked him to read a little aloud because I hadn't heard him read at this level or in this series. WOW! Was I surprised with what I heard! Eli's voice was shocked when the Rogers were shocked with Amelia Bedelia. His voice was easy and natural when Amelia Bedelia responded to them because he had learned that she was always easy going and never lost her temper. His voice was so angry when the text said "Mrs. Rogers was too angry to speak". He had a great Mr. Rogers voice as he read "Take this mess away", said Mr. Rogers. Readers, Eli was using his voice to describe what he had learned about his characters. His voice was acting like the action and the feelings and the traits all at once. Readers do this when they read. When readers understand their characters, they can use their voice to show how well they know them. Today we will practice this " really knowing our characters kind of reading" ...and as partners we will read aloud and show our partners how we practiced making our voice match what was happening in our character's life.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li><i>I am going to use the same book Eli was reading to show you how you might make your voice do different things as you read your way through your characters traits, feelings and actions. It's a little tricky when you get numerous characters in the scene and there is a lot of talking. I will place this text on the doc. Camera so that you can see the words as you listen to me practice reading aloud and making sure my voice matches what is happening.</i></li> <li>Read pages 47 – 51 . Read normally, think about how you did not match what was happening and make your voice express the action, traits and feelings of the characters. You should have three different voices going. Amelia, Mr. Rogers and Mrs. Rogers. . The listener should hear the action and the feeling in your voice.</li> <li><i>Readers, did you see how when I didn't think I had really captured a certain character; I reread it until it sounded how they would sound? Did you hear how entertaining it sounded once I had it all figured out?</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Now, I have left page 53 for all of you to try. Here it is on the screen. I will read it with no special voice at all, just so we all have the words in our minds, and then, I'm going to give you a minute or two to practice it quietly to yourself..</i></li> <li>Read page 53 with no inflection or expression. Save the work for your readers.</li> <li><i>Now go ahead and practice quietly to yourself.</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Character Study, Unit 2

	<ul style="list-style-type: none"><li>● <i>Now, see if you can read it a little louder, just for your partner to hear...I'll be listening to see if you captured these characters.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>● <i>Readers, isn't this fun work. Today, I want you to think about your favorite stories, your favorite characters...the ones that have made you laugh or angry or sad...I want you to read these stories with the thinking that you need to match your voice to the action, traits and feelings of the characters.. Especially, if there is dialogue, right? Then you really need to sound like that person. If there is just a narrator telling the story, "Like suddenly Mr. Rogers Laughed", I can still make my voice sound light and fun instead of angry and mad, can't I? Practice on your own and then we will share our reading with our partners today. Make sure you flag the pages you've practiced so that you can find them easily with your partner.</i></li></ul>
<b>Mid Workshop</b>	<ul style="list-style-type: none"><li>● <i>Allow readers with fluent reading and demonstration of the teaching point to read a phrase or two to showcase the kind of work that is happening in the classroom.</i></li></ul>
<b>Partnerships</b>	<ul style="list-style-type: none"><li>● <i>Readers, I need you to look this way, because I have one more thing I want you to try with your partner besides reading your favorite parts...you are also going to act out those parts. As if you were in a movie or a play. Watch me act out Mr. Rogers eating Amelia Bedelia's sponge cake here on page 51.</i></li><li>● <i>Become Mr. Rogers spitting out the sponge cake as you read his part in the story. Then become Amelia Bedelia in response to his spluttering.</i></li><li>● <i>Readers, you can help each other act out the scenes in your books. One of you be Amelia Bedelia and the other partner can be Mr. Rogers. Do some acting and reading from each partner's favorite scenes.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, tomorrow, we may practice these favorite scenes a bit more...I think I have a little more to show you as you read as your characters and act as they would act...but after we feel like we have a scene where you and your partner really see that you sound and are acting like those characters, I'd like to invite the First Graders in to see your reading and acting as a celebration for all of our hard work during this character study! Reading just as our characters feel or act and acting just as our characters behave, allows us to be in the place of our characters. It helps us really understand who they are. This is important work to understanding characters...it's nice that it is so much fun, too! I'm so glad I read with Eli yesterday...it really all started with him.</i></li></ul>

**Reading Unit of Study**  
**2nd Grade: Character Study, Unit 2**  
**Lesson Plan**

<b>Session</b>	17
<b>Concept</b>	Readers use their thinking about their characters to find deeper meaning in books.
<b>Teaching Point</b>	Celebration: Readers perform reading aloud and role playing of scenes from favorite stories.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Favorite character books</li> </ul>	<ul style="list-style-type: none"> <li>• Audience (class, lower grade class, school staff, parents)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• This session sets the stage for readers to share their reading aloud and scenes from their favorite character stories in partnership for other readers; either internal to their class or for another grade of interested readers.</li> <li>• This is meant to be on a small scale, with no need for costumes and sets. However, if you are drawn to the theater and see time and space in your schedule for more elaborate displays feel free to run with your ideas.</li> <li>• Watching 15 scenes in a row may zap the engagement of this activity. Think about breaking the pairs into smaller presentation and viewing groups or spread the presentations across days outside of the reading workshop.</li> <li>• Make sure to explain why the celebration is occurring and how readers can help other readers get excited about reading the same books by watching their presentations.</li> </ul>
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