Unit of Study:
Living Inside a Story – Readers Imagine Themselves as Characters in Fiction

Cypress-Fairbanks Independent School District
Elementary Language Arts Department, Grade 2
LESSONS INCLUDED IN THE UNIT OF STUDY:

The following is a list of lessons included in the Living Inside a Story – Readers Imagine Themselves as Characters in Fiction unit. Each lesson has been assigned a number that correlates to a number found in the upper right corner of each lesson card, which signifies a suggested sequence or progression of the lessons.

After analyzing the grade level expectations, district curriculum, and student needs, teachers should customize the mini-lessons for their students. The mini-lessons are based upon the grade-level expectations found in the English Language Arts and Reading TEKS objectives.

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Minilesson: Setting: Noticing Details That Relate to Time & Place

Materials:
- Familiar realistic fiction text with vivid setting
- Three-column Chart: Scene/Place Details (pg.)/Time Details (pg.)

Purpose: Thoughtful readers notice and collect details throughout a fictional story that relate to time & place (setting).

TEKS: 2.3B

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Review the concept that stories happen in a particular time and place. Remind students that authors do not always tell the time and a place directly but, instead, sprinkle clues throughout the story that give hints as to when and where the story events are happening.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Read aloud a short excerpt of realistic fiction in which there are some details pertaining to time and/or place. Think aloud about details as you read and record these on an anchor chart.

Read another short portion that includes details about time and place, once again recording the details. Think aloud about how you know whether the time & place has changed or whether it is the same as in the previous portion that you have read.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Read another short portion from the text that includes details about time and place. Have students turn to a partner and discuss details pertaining to time and place and how they are able to determine whether or not there has been a scene change.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Recap what you heard students sharing during the active engagement portion of the lesson, recording details on the anchor chart. Emphasize the importance of noticing details pertaining to scenes in a story. Explain that it is crucial for the reader to understand when there has been a shift from one scene to another. Then, invite students to try this strategy on their own. Have students collect details pertaining to time and place in independent reading. Students should be taking some type of notes as they read (see sticky note and reading response journal option in the next column):

Possible Conference Questions:
- How’s it going?
- What are you noticing as a reader today?
- What time and place details are you noticing in your story? Have you noticed any changes in scenes?
- How does noticing details about time and place in a story help you as a reader?
### Minilesson: Setting: Envisioning the Story’s Time & Place

#### Materials:
- Familiar realistic fiction text
- Three-Column Chart: Text/What I Envision (External)/What I Envision (Internal)

#### Purpose: Thoughtful readers identify and utilize character and setting details to envision the story in the reader’s mind.

#### TEKS: 2.3B

#### Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Review the idea that stories have a particular setting (usually introduced at the beginning of the story or exposition that plays an important role in how the story unfolds/story events/plot). Remind students that sometimes the setting of a story is one that we know well from our own experiences, while other times the story takes place in a time and/or place that seems odd or foreign to us. Emphasize the importance of being able to imagine these settings as if one were an actual character in the story. Inform students that today’s work will focus on “stepping into the pages of the book” and abandoning the current setting (e.g. a typical school day – in the classroom) for the setting that the characters experience in the story.

#### Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point

Think aloud & point out things for students to notice viewed/played in which there was a setting that you would have liked to have actually escaped into. Give specific details that attracted you to the setting. Take a moment to imagine that you have stepped into the movie/video game. Share with students what you would hear, smell, touch, taste, and smell. Then share with them how you would feel inside and what you might think in your head and feel in your heart.

Next, read a small portion of realistic fiction aloud to students in which there are some details provided regarding the setting. Stop and think aloud about the details that deal with setting. Write these on your anchor chart. Then using your five physical senses, think aloud about what you would envision experiencing. Record what you might hear, smell, touch, taste, and smell (as appropriate) on your anchor chart.

Then, inform students that an important part of envisioning setting has to do not only with what you feel on the outside, but also what you feel on the inside. Think aloud about the setting details once again. Envision the thoughts that you might have inside your head if you stepped into that setting. Share these with students. Also, consider the feelings that you might have inside while being present in the setting. Record these internal components to your envisioning process next to the external components that you previously recorded.

#### Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Read another small portion of the text that deals with the setting in some way (perhaps later in the plot) or read a small portion from another familiar text, having students listen and then turn and talk about details that they notice and what they envision both physically (5 senses) and emotionally (thoughts & feelings).

#### Link:
- restate the teaching point
- explain how the learning can be used in the future

Recap what you heard students sharing during the active engagement portion of the lesson. Emphasize the importance of envisioning the setting in the story and how it helps the reader feel like they are actually “living” the story. Then, invite students to try this strategy on their own. Have students envision settings in independent reading. Students should be taking some type of notes as they read (see sticky note and reading response journal option below):

#### Sticky Note Option:

Sketch the main character(s) in the scene, including labels to indicate physical and emotional responses from each character’s eyes, ears, nose, mouth, hands, head, & heart

#### Reading Response Journal Option:

<table>
<thead>
<tr>
<th>Page #</th>
<th>Setting Detail</th>
<th>What I Envision (External)</th>
<th>What I Envision (Internal)</th>
</tr>
</thead>
</table>

#### Possible Conference Questions:
- How’s it going?
- What are you noticing as a reader today?
- How are you envisioning the setting in your story?
- How does envisioning the setting in your story help you as a reader?
Minilesson: Setting: Understanding the Passage of Time in Fictional Stories

Materials:
- Familiar realistic fiction text
- Three-Column Chart: Time Detail/ Story Event/ How Much Time Has Passed?

Purpose: Thoughtful readers use details related to time to monitor the passage of time and sequence events in a story.

TEKS: 2.3B, Fig. 19E

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Review the idea that authors include details in the story that help the reader understand the time in which the story events taking place. Introduce the idea that readers can monitor these details throughout the story and notice passage of time, which can help to understand both the order and the time in-between story events.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Revisit the concept that most fictional stories have a common structure (plot) that dictates the order of story events. Explain to students that the entire story can happen over the course of a day or over the course of a week, or even an entire year! Inform them that readers can often determine the amount of time that has passed by carefully monitoring the details that the author provides regarding time. This also helps readers to better understand the order of actual events in the story.

Read a short portion of a familiar piece of realistic fiction aloud to students, noting details that indicate time in which the story is taking place. If appropriate, note that while authors sometimes indicate the passage of time using time-specific words, at times they might use a symbol in nature (the sun, trees’ leaves, etc.) to indicate passage of time.

As you come to a detail that shows passage of time, record it on an anchor chart along with a key story event that happens along with it (e.g. sun rising over the horizon – waking up). Discuss where the event happens in relation to the structure of a story (e.g. beginning/exposition). Introduce the idea that markers that indicate passage of time can sometimes signal a significant event in the plot. Think aloud as to whether this event is a significant part of the plot in the story.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Read a bit more from the same text, having students listen and then turn and talk about details that they notice that indicate the passage of time and the key story events that correspond with each. Ask them to consider the significance of these events to the story at large.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Recap what you heard students sharing during the active engagement portion of the lesson. Emphasize the importance of monitoring the passage of time in a story and how it helps the reader keep track of the order of significant events in the plot. Then, invite students to try this strategy on their own. Have students notice passage of time in independent reading. Students should be taking some type of notes as they read (see sticky note and reading response journal option below):

Sticky note Option:

<table>
<thead>
<tr>
<th>Time Detail</th>
<th>Story Event</th>
<th>How Much Time Has Passed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n/a</td>
</tr>
</tbody>
</table>

Reading Response Journal Option:

Possible Conference Questions:
- How’s it going?
- What are you noticing as a reader today?
- How does the author of your story show passage of time?
- How does noticing how time passes in a story help you as a reader?
Minilesson: Sequence: Identifying the Order of Events in a Story

**Materials:**
- Familiar fictional text (traditional literature)
  Note: If conducting a multi-day study of story elements, you may want to return to the same story that you've been analyzing on previous days.
- **Story Map Graphic Organizer** (see resources)
  Note: If conducting a multi-day study of story elements, you may want to return to the same partially-filled-out graphic organizer that you began on a previous day.
- Jack and Jill or Three Little Pigs **sentence strips** (see resources)
- **Crafty Fox Story** from Sequence PowerPoint (slides 1-4) **Sentence Strips** - one set for each student partnership (see resources)

**Purpose:** Thoughtful readers use knowledge of story elements to help sequence events in a fictional story.

**TEKS:** 2.9, Fig. 19E

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Explain to students that fictional stories are typically arranged in a sequential fashion in which one action typically has to happen before another can take place. Tell students that today you will be exploring the sequence of a story and how it provides organization for the piece.

**Teach:**
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Display the “Jack and Jill” **sentence strips** and model placing these in order for students, thinking aloud about what you know about the plot elements and how they appear in fictional stories, as well as your thoughts about the events that must happen before others for the story to make sense.

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Locate The Crafty Fox story (slides 1-4 in the Sequence PowerPoint) or another short, traditional tale and read aloud to students. Then, have turn to one another and discuss the correct order of events from the story, arranging **sentence strips** from the story in the correct order. Encourage them to discuss why certain events had to come before/after others.

Walk around the partnerships as they are discussing, listening in and noticing student observations. Then, call the group’s attention back to the front and use what you have observed to fill out a **Story Map Graphic Organizer** for The Crafty Fox.

**Link:**
- restate the teaching point
- explain how the learning can be used in the future

Return to the familiar text that you’ve been reading and the partially-completed story map and use everything that you’ve learned to fill in the rest of it with events from the story that reflect the important pieces in plot structure, as well as sequence, to help you.

Have students examine sequence in independent reading. Students should be taking some type of notes as they read (see reading response journal option):

**Reading response journal option:**

<table>
<thead>
<tr>
<th>Title</th>
<th>Story Event</th>
<th>Why It’s Important</th>
<th>What Would Happen If It Happened in a Different Order</th>
</tr>
</thead>
</table>

**Possible Conference Questions:**
- How’s it going?
- What are you noticing as a reader today?
- What have you noticed about the order of events in the story?
- How does keeping track of the story sequence help you as a reader?
Minilesson: Getting “Hooked In” to the Story’s Problem

Materials:
- Familiar fictional text (traditional literature)
  Note: If conducting a multi-day study of story elements, you may want to return to the same story that you’ve been analyzing on previous days.
- Story Problem/Conflict slides from Story Elements/Plot PowerPoint (slides 6 & 7).
- Story Map Graphic Organizer (see resources)
  Note: If conducting a multi-day study of story elements, you may want to return to the same partially-filled-out graphic organizer that you began on a previous day

Purpose: Thoughtful readers identify the conflict/problem in a story to aid in understanding and comprehension.

TEKS: 2.9

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Explain to students that all fictional stories have the same story elements. These story elements include characters, setting, problem, events, and solution. Let them know that today you brought them together to just focus on the conflict or problem in the story.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Display the Story Problem/Conflict slide from the PowerPoint (slide 6). Tell the students that conflicts are the difficulties or challenges characters face and work to solve in a story. Conflicts or problems are introduced towards the beginning of a story, in the exposition, because this is what grabs the readers’ attention and makes them want to continue reading the story. The problem (or conflict) hooks the reader and keeps them reading until the problem is resolved. Refer to the example from the PowerPoint of The Three Little Pigs (slide 7) to illustrate the concept of “hooking” the reader.

Revisit your familiar text and reread the portion where the problem/conflict is first introduced. Have the students listen for the problem/conflict as you read aloud.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

After you have read aloud, stop and have the students consider the problem/conflict in the story. Have them turn to a partner and share what makes it an interesting conflict and how it hooks them as a reader and encourages them to continue on.

Listen in on students’ conversations so you are able to record their thoughts about the problem/conflict on the Story Map graphic organizer.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Have students examine the conflict/problem in independent reading. Students should be taking some type of notes as they read (see sticky note and reading response journal option below):

Sticky note option:

______ (character) has a problem because ____________________. This problem hooks me as a reader because it makes me ____________.

Reading response journal option:

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page Number</td>
</tr>
</tbody>
</table>

Possible Conference Questions:
- How’s it going?
- What are you noticing as a reader today?
- What have you noticed about the conflict/problem in the story?
- How does keeping track of the conflict/problem help you as a reader?
**Minilesson:**  
*Wrapping Up the Story with Conflict Resolution*

**Materials:**
- Two familiar fictional texts (traditional literature)  
  Note: If conducting a multi-day study of story elements, the second text should be the same story that you used to analyze story elements on previous days.
- Story Solution (slides 8 & 9) OR Resolution slides (slides 21 & 22) from Story Elements/Plot PowerPoint  
  Analyzing Story Elements Graphic Organizer (see resources)  
  Story Map OR Plot Line Graphic Organizer (see resources)  
  Note: If conducting a multi-day study of story elements, you may want to return to the same partially-filled-out graphic organizer that you began on a previous day.

**Purpose:** Thoughtful readers relate the story problem to its solution to aid in understanding and comprehension.

**TEKS:** 2.9

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Explain to students that all fictional stories have the same story elements. These story elements include characters, setting, problem, events, and solution. Tell them that today you brought them together to just focus on how the main problem in the story is solved, or the solution (resolution).

**Teach:**
- restate my teaching point  
- tell a personal or class story linked to teaching point  
- think aloud & point out things for students to notice

For students on a more novice track in their study of Story Elements (students that previously discussed *The Three Little Pigs*) display the Solution slides from the PowerPoint (slides 8 & 9). For students delving deeper into plot structure (students that have been examining *Little Red Riding Hood*), display the Resolution slides (slides 21 & 22). Tell the students that fiction stories have problems and that the solution (or resolution) refers to the way the main problem is solved. Explain that the resolution to the problem comes at the end of the story.

Revisit the first familiar text and reread the portion where the main problem is first introduced. This will help the students prepare to find the resolution. Then, skip ahead to the portion of the story where the main problem is resolved. Read this portion of text aloud. Have the students listen for how the problem is solved. Share your own reflections about whether this solution surprised you or whether it was what you predicted would happen when you first came to the problem in the story. Reflect upon whether you thought the author did a good job in resolving the story or whether the resolution needs more work.

**Active Engagement:**
- involve students by asking them to turn and talk  
- listen, observe, and coach active involvement  
- share an example of what you heard or observed

Revisit the second familiar text, the text associated with the Story Map or Plot Line graphic organizer. Reread the portion where the main problem is first introduced. This will help the students prepare to find the resolution. Then, skip ahead to the portion of the story where the main problem is resolved. Read this portion of text aloud. Have the students listen for how the problem is solved. Have students turn to a partner, identify the solution, and share their thoughts about the resolution, noting whether they felt the author did a good job of solving the main problem in the story. Listen to student conversations, and record their thoughts about how the problem is resolved on both the Analyzing Story Elements and the Story Map graphic organizer (novice learners) or Plot Line graphic organizer (more advanced learners).

Optional: Record the main events of the story on the graphic organizers.

**Link:**
- restate the teaching point  
- explain how the learning can be used in the future

Have students examine how the problem is resolved in independent reading. Students should take some type of notes as they read (see sticky note and reading response journal option below):

**Sticky note option:**

(problem) is solved when  
________________. I like/dislike this solution because  
________________.

**Reading Response Journal option:**

<table>
<thead>
<tr>
<th>Problem &amp; Page #</th>
<th>Solution/Resolution &amp; Page #</th>
<th>My Reaction</th>
</tr>
</thead>
</table>

**Possible Conference Questions:**
- How’s it going?
- What are you noticing as a reader today?
- What have you noticed about how the problem in the story is resolved?
- How does keeping track of the problem and solution/resolution help you as a reader?
Minilesson: Story Elements: Putting It All Together

Materials:
- Story Element Definitions cards (see resources)
- A Recipe for a Tasty Story slideshow
- Familiar fiction text for modeling
- Apron, large spoon, grocery bag, and cooking pot for props
- A New Life for Tweet Story for active engagement (see resources)
- Chart paper and markers
- Index cards and glue stick or tape

Note: Prior to the lesson, attach the Story Element Definitions to individual index cards and place them inside a grocery bag. Fold and place a copy of the story, A New Life for Tweet, at the bottom of the cooking pot. Additionally, create an anchor chart for story elements that resembles a recipe card with the list of ingredients and directions.

Purpose: Thoughtful readers deepen their understanding of a story when they reflect upon the significance of the different story elements: characters, setting, problem, plot (events), and resolution.

TEKS: 2.9

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

To engage readers, role play the idea of “cooking up” a good story by wearing an apron and holding a recipe card. Explain to students that last night while making dinner you were thinking about what a great job they had done learning how to deepen their comprehension of fiction using the different story elements. That was when you made the connection that story elements are like the ingredients in the soup recipe that you were following to make dinner. If you didn’t pay attention to the story elements the author puts in a story, then the reading would be tasteless and confusing. Today, students will think about the way an author uses the story elements to “cook up” a delicious story that makes sense.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Hold up the grocery bag and tell the students that you went shopping and bought some ingredients found in traditional stories. Ask them to help you check to see if you have all the ingredients for a good story recipe. From the bag, pull out a definition index card and read aloud one of the story element definitions. Make a connection with the definition to a story element found in a familiar fiction text. Describe how the story element helped you understand the story. After each story element is discussed, tape the definition card onto the anchor chart and record the story element. Repeat this process until all index cards are read to complete the Story Recipe chart. Correct any confusion students may have about the story elements. A sample anchor chart is shown below.

<table>
<thead>
<tr>
<th>Story Element</th>
<th>Familiar Text</th>
<th>A New Life for Tweet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Events or Plot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resolution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tell the students that they now have the general ingredients that authors use to cook up a good story.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Ask the students if they think all the ingredients are there to make a good story. Take the spoon and stir the cards in the pot. Take a taste with the spoon and say, “Hmm. Hmm. I think it’s ready.” Then reach inside the cooking pot and pull out the story, A New Life for Tweet (Attachment 2). Explain to students that as you read aloud the story, you want them to make a movie in their mind of the pictures that are described in the story. When they see the pictures, they should think about the different story parts the author is describing. Read aloud the story and pause at each “Stop and Think” point. Ask students to turn to a partner and describe the story parts they are envisioning as noted in the grey boxes on the teacher modeling copy of the story. You may wish to use the slide show as a way to guide the talking points. Wrap up each talking time, by sharing some of the ideas that you overhead students talk about. Record the story elements onto the anchor chart.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that today we learned that authors “cook up” tasty stories when they use all of the story elements in their story recipe. If they leave a part out, the reader might become confused and not like the “taste” of reading it. Remind students that each and every day when they are reading fiction, they should try to picture the characters, setting, and events in their mind to help them understand and enjoy the story. During independent reading, let students know you will be conferring with them about the story elements in the books they are reading. They may use sticky notes or their journal to keep track of their story elements.

Possible Conference Questions:
- What story elements have you noticed in your reading today?
- How did knowing the setting, or character, or problem help you to better understand what you’re reading?
- How did the character(s) solve their problem?
### Minilesson: Test Talk – “Using What You Know” - Story Elements

**Materials:**
- Sample multiple-choice questions/question stems (see Question Stems Slideshow for samples)
- Chart paper
- Guided Practice “The Crafty Fox” Questions (see resources)

**Purpose:** Thoughtful readers interpret the unique language of formal assessments and use the knowledge of the language to respond to multiple-choice and short-answer questions.

**TEKS:** 2.9

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Praise students for engaging in deep thinking while studying story elements, and tell them that soon they will be asked to show what they know about the concept. Explain that you will be testing their understanding of story elements by giving them an independent practice activity. Explain that tests are sometimes written in language that is different from the way that we speak to one another. Introduce the language that tests use as “test talk.” Tell students that this language is a special language that takes some getting used to. Tell them that in today’s lesson you will demonstrate how good readers and good test takers think about the language of tests to answer questions.

**Teach:**
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Display **two questions** that are not present in the students’ independent practice— one representing an example of a story element question and one representing a non-example. Explain that good test takers must first recognize what the question is asking. Think aloud by differentiating between the two questions, pointing to key words and clues that help you recognize when a question is asking about things related to story elements.

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Have students look at additional examples of test-like questions—examples and non-examples. Have students turn and talk with their partners about which questions ask about story elements. Students should point to key words within the question to justify their thinking. Create a Story Elements Test Talk **anchor chart** by recording the question stems on chart paper.

Explain that good readers and good test takers have smart ways of thinking about questions that relate to story elements. Display a multiple choice formatted story elements question (or alternatively, you may use an item from the guided/independent practice). Look at the question stem and think aloud about the way in which the test writer is asking about a particular story element. Circle key words and clues and discuss how these clues help you know what the test writers want you to think about. Model how you might write the name of the strategy being tested to help you remember what to do. Look over the answer choices and discuss the language of each of the answer choices. Demonstrate using the following test-taking strategies to answer the question:

- **Reading actively**
- **Rereading**
- **Eliminating nonsense answer choices**

Invite students to join in thinking about and eliminating answer choices.

**Link:**
- restate the teaching point
- explain how the learning can be used in the future

Remind students that good readers and test-takers think about the language of test questions. Distribute copies of the guided/independent practice. Allow students to work in pairs (or individually) to answer the questions.

**Possible Conference Questions:**
- How’s it going?
- What are you noticing as a reader today?
- What is the question asking?
- What strategy will you use for answering?
Minilesson: Following Dialogue Between Characters in a Story

Materials:
- Page from familiar realistic fiction text with examples of character dialogue (Enlarged Format) or big book
- Student independent reading books (bring to floor for lesson)
- 2-3 Post it Notes per student

Note: You begin seeing unassigned dialogue in Level I books such as Horrible Harry, Cam Jansen, and Pinky and Rex.

This is the first lesson in a series of five that focuses on reading dialogue.

Purpose: Thoughtful readers notice when characters in their stories are talking.

TEKS: 2.1A, 2.9B

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell students that you are beginning a new unit of study on dialogue. Explain that understanding dialogue, or conversations, between characters is important and helps us understand our stories better.

Readers, the other night I was listening to a conversation that two of my friends were having. It was so interesting that my head kept shifting back and forth between my two friends. I didn’t want to miss what they were saying. I am telling you this story because the same thing is true when we read fiction books. Our characters often have conversations in the books we read. In order to understand the story better we have to pay close attention to what they say. This next week we are going to spend some time learning about dialogue and how understanding how to read conversations between characters is important for readers to do. Today, I am going to teach you that understanding how to read conversations between characters is important and helps us understand our stories better.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Display a short excerpt of dialogue from realistic fiction text. The text should be enlarged so that the students can attend to the language and conventions used by the author. Read aloud the text, clearly indicating shifts from narration to dialogue and shifts from speaker to speaker. Explain that the narrator is the person telling the story. Show students how you pay attention to the quotation marks because they tell you that the character is talking. Use highlighting tape or slips of Post it Notes to note quotation marks as you model. Explain that the author sometimes tells you who is talking by assigning the words to a particular character. Tell students that readers use clues such as Jimmy said, and shouted Toad to keep track of who is speaking in the story.

If unassigned dialogue appears in your text, show students how in unassigned dialogue the author begins a new line and indents each time a new person speaks. Read the text aloud with intonation that indicates a shift from narration to dialogue and a shift from speaker to speaker. For example:

**Miss Mackle smiled. “Goodness, Mary. What’s in there?”**

“Green cupcakes.”

“Yum! They don’t need refrigeration…do they?”

Mary shook her head.

(Excerpt from Song Lee in Room 2B pg. 18-19)

Active Engagement:

involve students by asking them to turn and talk
listen, observe, and coach active involvement
share an example of what you heard or observed

Readers, now you are going to practice reading some dialogue in your book. Remember to notice when characters are talking by paying attention to the quotation marks.

You have two options for active engagement.

Option 1:
With a partner, have students share an excerpt of dialogue from their independent reading texts. First, ask students to read the excerpt together. Then, ask the students to divide the section so that each student has at least one role. Ask students to briefly rehearse partner reading the excerpt, shifting speakers as appropriate. If the dialogue is between more than two speakers, students may play multiple roles and adjust their intonation to indicate a change in speaker. Finally, invite students to reflect upon clues within the text that indicate a shift in dialogue.

Option 2:
Make a copy of a page that has dialogue to pass out to all students. Students can highlight the dialogue markers on this paper and practice reading with their partners.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Recap student conversations. Emphasize the importance of being able to follow the dialogue between characters in stories. Explain that being able to keep track of conversation is important to understanding the story. Invite students to practice the strategy during independent reading. Tell students that they have Post it Notes that they can cut apart and place in their book to indicate conversation. They should just do one or two pages in their book. They will share this page with their partner during partner time.

Possible Conference Questions:
- Is there any dialogue in your story? Who is talking and how do you know?

Possible Things to Make Note of:
- Note if students are able to notice dialogue and make their voice change accordingly.

Teaching Share:
- restate the teaching point
- share examples of what you heard or observed

Highlight students who did a great job of acting the part of the character during partner read.
Minilesson: Changing Your Voice to Match the Character

Materials:
• A familiar realistic fiction big book or enlarged text that is near their reading level.

Note: If your students are primarily reading levels L and above, you will want to adapt this lesson by teaching students to pay attention to words that replace said such as: grumbled, whispered, cried, and yelled.

Purpose: Thoughtful readers make their voice sound like the character.

TEKS: 2.1A, 2.4A

Connection:
• connect today’s work with our ongoing work
• explicitly state my teaching point

Tell students how yesterday they learned that readers pay close attention to who is talking in the story. Explain that once we know who is doing the talking, we can change our voice to sound like the character and make our reading sound like story telling. Ask students if they would like you to read their books during read aloud with a flat, monotone voice. Provide an example if necessary. Explain that not only does our reading sound better when we make our voice sound like the character, but we can understand the story better when we change our voice to match the character.

Today, I am going to teach you that readers change their voice to match the character by thinking about what is happening in the story.

Teach:
• restate my teaching point
• tell a personal or class story linked to teaching point
• think aloud & point out things for students to notice

Display a big book that is familiar to students. Make sure the page that you are sharing has a variety of voice changes. Read a sentence without changing your voice to match the character. Tell students that the reading sounds uninteresting and flat.

Remind your students how you need to pay attention to the quotation marks to tell you who is talking. Then explain that you also have to pay attention to what the narrator is saying and what is happening in the story to know how the character is talking.

Tell your students to watch how you pay attention to what is happening in the story to help you know how the character is talking. Share your thinking out loud. Model how you envision the character in this part and how that impacts how you make your voice sound. Is the character feeling concerned, upset, excited or surprised? Ask students if they noticed how you thought about what was happening in the story to help you know how the character sounded.

Model a couple of times if needed. Each time reminding students how you really thought about what was happening in the story.

Active Engagement:
• involve students by asking them to turn and talk
• listen, observe, and coach active involvement
• share an example of what you heard or observed

You have two different options for active engagement.

Option 1: You can turn to the next page in your big book. Highlight places on the page where characters are talking. Have students think about what is happening in the story. Have partner A turn and tell partner B how they think the character is feeling/acting based on what is happening in the story. Then have that student pretend to be the character and make their voice match how the character would say that part.

Option 2: You could have students bring their independent reading books to the floor and find a place where one of their characters is talking. Have them read that page to find out what is happening and act out that part with their partner. Partner B should have a turn as well.

Link:
• restate the teaching point
• explain how the learning can be used in the future

Readers, remember when you are reading during reading workshop or at home by yourself, pay attention to who is talking and make your voice sound like the character by thinking about what is happening in the story.

Send students back to their seats to read independently. A few minutes before partner time, have students stop and find a page that has some good conversation. Let them rehearse reading that page out loud. During partner share, they can read their page to their partner using the character’s voice.

Possible Conference Questions:
• How’s it going?
• Let me hear you read this page. What is happening in the story?
• How is the character probably feeling?
• How do you think he would sound?

Possible Things to Make Note of:
• This lesson may need to be addressed again in a strategy group. Students of different levels can be pulled together.
• You may decide to have your students read to a kindergarten or first grade class. They would select a book to read and rehearse that book making their voice sound like the character.

Teaching Share:
• restate the teaching point
• share examples of what you heard or observed

Highlight students who do a great job of making their voice sound like the character. Have them read a part of their story to the class. Also have the students share how they knew to make their voice change.
Minilesson:  **Unraveling the Mystery Voice: Who is Telling the Story?**

**Materials:**
- Any Nate the Great and any Henry and Mudge book (Enlarged Page)
- Horrible Harry, Poppleton, Junie B. Jones, and Pinky and Rex books (enough so each partnership can have one copy)
- Chart paper

**Note:** This lesson is adapted from *Significant Studies for Second Grade* by: Karen Ruzzo and Mary Anne Sacco.

**Purpose:** Thoughtful readers pay attention to who is telling the story.

**TEKS:** 2.1A

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Write the sentence  *I went to the store.* on your dry erase board. Ask students to tell you who went to the store if you were the one writing the sentence. Ask them how they know this. Then explain how some characters in the story talk to the reader. Just like I was talking to you when I told you that I was going to the store.

Explain how we have been learning how to pay attention to who is talking in the story and how to make our voice sound like the character. In order to make our voice sound like the character we always have to know who is doing the talking!

*Today, I am going to teach you that you can tell who is telling the story by paying attention to the words said and picturing in your mind the conversation between the characters.*

Read a page from Henry and Mudge. Explain how you know that Henry is not the narrator. Show students how to pay attention to the word *said* and the name after the word. Explain how a narrator is telling us about Henry and Mudge.

Start a chart titled *Who Tells These Stories?* Add these titles to the chart under the correct column.

<table>
<thead>
<tr>
<th>Who Tells These Stories?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrator is also a Character</td>
</tr>
<tr>
<td>(First Person)</td>
</tr>
</tbody>
</table>

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Pass out a book to each partnership. Ask them to start reading the first page to find out who is telling the story. Remind them to look for the clue words *said* and *I*. After a few minutes, have them talk to their partner about who is telling the story. Have them discuss if the narrator is also a character or if the narrator is not one of the characters and picture the conversation between the characters in their mind.

Share a few of the conversations that you’ve heard. Add their book titles to the chart. You can list titles on chart by series such as Nate the Great, Horrible Harry, Junie B. Jones, Pinky and Rex, Mr. Putter and Tabby etc...

**Link:**
- restate the teaching point
- explain how the learning can be used in the future

Tell students that during independent reading today they will look at the books in their book bag to find out who is telling the story. During share time, they will share what they learned. They can use a post it to write first person or third person to help them remember.

**Possible Conference Questions:**
- How’s it going?
- Who is telling your story? How do you know?
- Let me hear you read this page. What is happening in the story? How is the character probably feeling? How do you think he would sound?

**Possible Things to Make Note of:**
- Carry this work over into guided reading lessons by asking them to think about who is telling the story.
- Have students act out conversations in their books. This will help students envision.

**Teaching Share Time:**
- restate the teaching point
- share examples of what you heard or observed

Pull students together on the floor. Ask if anyone is reading a book where the narrator is also the character. Add those titles to your chart. Then, ask if anyone is reading a book where the narrator is not one of the characters. Add those titles to your chart. Have students read the part that tells them how they know.

Encourage students to look through books at home and see if they can find more examples of first and third person narrative.
Minilesson: Name and Notice Different Kinds of Dialogue

Materials:
- Big Book or enlarged text with different kinds of dialogue such as:
  - “Stop,” said Rex. (simple dialogue)
  - Don’t worry,” said Frog. “We will go back.” (continuation dialogue)
  - Dialogue that does not have a person’s name after it. (no name dialogue)
- Anchor chart titled “Examples of Dialogue”
- Pinky and Rex and Henry and Mudge books are good books to share. They have all different kinds of dialogue.

Note: This lesson is adapted from Significant Studies for Second Grade by: Karen Ruzzo and Mary Anne Sacco.

Purpose: Thoughtful readers notice different kinds of dialogue.

TEKS: 2.1A

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Review work that you have done the past couple of days. Tell students that learning how to read dialogue in our books is important to understanding the story. Let them know that sometimes it can be confusing to understand because authors have different ways of writing the dialogue. Explain that today we will look at the different ways authors choose to write dialogue so we can be better prepared to understand it when we read.

Today, I am going to teach you how to pay attention to who is talking in your story by noticing the different ways authors write dialogue.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Show a page from a big book or an enlarged text that has different kinds of dialogue. Tell students that today we are going to pay attention to the different ways dialogue can be written.

Highlight an example of simple dialogue.
“Stop,” said Rex.
Create an anchor chart as such:

<table>
<thead>
<tr>
<th>“Examples of Dialogue”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example</td>
</tr>
<tr>
<td>“Stop,” said Rex.</td>
</tr>
</tbody>
</table>

Under the example section write the example you looked at from the book. Have students turn and talk about what they noticed about this dialogue. List what they said on the chart, such as the character talks and then the narrator tells you who is talking. Share what is important about reading this kind of dialogue, such as we have to pay attention to the name after said so that we know who is doing the talking.

Then, highlight an example of continuation dialogue:
“Don’t worry,” said Pinky, “We will go back.”

Have students look closely at this kind of dialogue and tell what they noticed. List on chart what they said. Share what is important about reading this kind of dialogue, such as we have to keep our character voice going because they are still talking.

Highlight an example of no name dialogue. Talk about what students notice and list it on the chart. Share what is important about reading this kind of dialogue, such as we have to follow the conversation to keep up with who is talking.

Giving the dialogue a common name helps you name the dialogue in future conversations. Ask students to think of a name for each kind of dialogue and list this name on the chart.

If other kinds of dialogue are noticed in the books your students are reading, add those kinds of dialogue to your chart as well.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Tell students to take out a book from their book bag and try and find an example of one of these kinds of dialogue. They can share their findings with their turn and talk partner.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Remind students during reading workshop to pay attention to the different ways that dialogue can be written in their stories.

Optional: They could find an example of each kind of dialogue in their book and mark it with a Post it Note during reading workshop.

During partner time, students can share the different kinds of dialogue they found in their book and act out conversations their characters have.

Possible Conference Questions:
- What different kinds of dialogue is the author using in your book? What is important about reading this kind of dialogue?

Possible Things to Make Note of:
- Pull struggling students together for a strategy lesson. Have each student take the place of character in the book. They have to pay attention to the dialogue and read their part when it comes up.

Teaching Share:
- restate the teaching point
- share examples of what you heard or observed

Have students share examples of dialogue that they found. If they found a new type of dialogue that was not listed, discuss and add it to the chart.
Minilesson: Strategies for Figuring Out Who is Talking

Materials:
- A familiar realistic fiction big book or an enlarged text that has confusing dialogue. This book should be an independent book for a majority of your class.
- Strategies for Figuring Out Who is Talking Anchor Chart
- *Note:* This lesson is adapted from Significant Studies for Second Grade by: Karen Ruzzo and Mary Anne Sacco.

**Purpose:** Thoughtful readers have strategies to figure out conversations when they approach difficulty.

**TEKS:** 2.1A

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Review all of the work that you have been covering over the past week. Compliment students on doing a great job of trying to figure out who is talking and changing their voice to sound like the character. Tell them that this work can be very hard, but it is important to do this work so you can understand the story. Share with students that sometimes you even are confused by who is talking in the story and what is going on, but you know that you can’t just keep on reading you have to stop and get it straightened out! Explain that just like we have strategies to figure out words, we also have strategies to figure out who is doing the talking.

Ask students to tell you what they noticed that you did to figure out who is talking. Remind students again, that it is important to stop and figure out who is doing the talking.

An example taken from Pinky and Rex and the Bully

**Chapter 1 “Sissy!”**

“**You’re a sissy Pinky!”** the boy shouted. “**Get up and fight.** Pinky lay on the sidewalk where the third-grader had knocked him off his bike. His cheeks were fever-hot.

“**Pinky is a gir-l! Pinky is a gir-l!”** the older boy chanted.

“I am not,” Pinky said.

Wow, I am confused here. Who is this boy? I need to figure out who this is before I go on with the story.

Model the strategies that you would use to understand this conversation. You could look at the picture. (There is a picture of a bigger boy.) You might make a movie in your mind linking the third-grader, the boy and the older boy all as the same character.

**Did you see how I stopped to figure out who is doing the talking when I was confused?** What did you notice that I did?

List what they saw you do on a sticky note.

**Active Engagement:**
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Tell students that they are going try and figure out what they do when they come to conversations in their books. Continue reading the next the page. Stop when you come to a chunk of dialogue. Tell students to stop and think about what they did to figure out who was talking. It may be the same thing that you modeled earlier or something new. Have them turn and tell their partner what they did to figure out who was talking in the conversation.

Share what you heard them say. List these responses on sticky notes if they are different.

Teaching Share:
- restate the teaching point
- share examples of what you heard or observed

Gather the students together on the floor. Have them bring their sticky notes that list the strategies that they used and their book. Ask students if anyone came up with a new strategy to figure out who is doing the talking. Have them share. List the strategies that everyone came up with on an anchor chart to be displayed in the class.

You could also type a list of these strategies and they could paste this list in their reading notebook.

**Connection:**
- connect today’s work with our ongoing work
- explicitly state my teaching point

Review all of the work that you have been covering over the past week. Compliment students on doing a
Minilesson: Understanding Characters by Making Movies in our Minds

Materials:
- Any familiar realistic fiction book (some examples):
  - Frog and Toad books
  - Henry and Mudge books
  - Mr. Putter and Tabby books
  - Pinky and Rex books
- Blank DVD or video disk

Note: This is the first lesson in a series of five that will focus on envisionment.

The teach portion of this lesson is adapted from A Journey through Friendship: Examining Good Times and Bad by: Laura Argento and Valerie Geschwind

Purpose: Thoughtful readers become one of the characters by picturing what they see in their mind.

TEKS: 2.9B, 2.8A

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Share with students how a video disk can hold video clips of things that happen in our life. Tell students their brain can hold even more information.

Show students a video disk.

Readers, the other weekend when I was watching my nephew play baseball, I was also taping his game, so we could watch it later. This video disk holds all of the images from that game. If I watch this video, I can see every move and hear every voice out on the field. That is pretty awesome! Guess what? Your brain is even better! Not only can it hold pictures and sounds of events that happen. It can also hold the smells that you smell, and the feelings that you feel. A video camera can’t capture that. Only you brain can make movies in your mind better than the movies on this video disk.

Today, I am going to teach you how to make a movie in your mind by becoming one of the characters in your book.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Tell students to watch as you read a portion of a book to them. Have them notice how you make a movie in your mind by becoming one of the characters. Read a portion of the book out loud. Use hand motions and facial gestures to act out what you see. Model using your schema as well to know how the characters are acting.

Example from Frog and Toad Together -Dragons and Giants by Arnold Lobel: Oh my! As I was reading that part, I pictured this big snake coming over to them and then I used my schema to think about how I would feel if that happened—scared! I can just see them jump back away from that big snake, and Toad shaking like this (mimic characters shaking in fear). I can remember shaking like this when I was a little girl and saw a big dog with large teeth look like he was going to bite me. Boy, was I shaking! I know when I shake like that it is because I am very scared.

Ask students if they noticed how you became the character and pictured how they were acting in the story.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Continue reading the same book or you can select another familiar book to have students practice with. Read a small part of the text and stop to have students act out the part of the character.

If students say that all they see is black and they are unable to make a picture in their mind, there is trouble. You will need to back up and get them to see a simple object first. You could, show them a ball, pencil or any object. Then have them close their eyes and picture that same object. When they are able to do this, have students envision things from their own life such as, a time they got in trouble or what their bedroom looks like.

Teaching Share:
- restate the teaching point
- share examples of what you heard or observed

Remind students to continue doing this work during reading workshop today and anytime they are reading a book.

A few minutes before partner time, ask students to stop and place a sticky note on a place where they could picture how their character was acting. Tell them that they will act this part out with their partner during partner time.

Link:

You may need to pull students down to the floor for a brief lesson on what this work looks like so they can be successful during partner time.

Possible Conference Questions:
- Listen to them read out loud a bit. Can you picture how the character is acting in your mind? Tell me or show me how they are acting.

Possible Things to Make Note of:
- If students say that all they see is black and they are unable to make a picture in their mind, there is trouble. You will need to back up and get them to see a simple object first. You could, show them a ball, pencil or any object. Then have them close their eyes and picture that same object. When they are able to do this, have students envision things from their own life such as, a time they got in trouble or what their bedroom looks like.

Pull students to the floor. Select a few partnerships to show the class how they acted out a part from their book.
### Minilesson: Paying Attention to How Characters Talk to One Another

#### Materials:
- Any familiar realistic fiction book (some examples):
  - Frog and Toad books
  - Henry and Mudge books
  - Mr. Putter and Tabby books
  - Pinky and Rex books
- Post it Notes

#### Note:
This lesson is adapted from *A Journey Through Friendship: Examining Good Times and Bad Times* by Laura Argento and Valerie Geschwind.

#### Purpose:
Thoughtful readers understand their characters better by paying attention to the way they talk to one another.

#### TEKS:
2.4A, 2.8A

#### Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Tell students that they have been doing a great job of paying attention to the dialogue in their books to know who is doing the talking. Let them know that readers also use this information to help them make a movie in their mind as they read. Possibly share an example of how you did this as a reader.

Today, I am going to teach you how readers make a movie in their mind by paying close attention to the way characters talk to one another.

#### Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Select a personal narrative book. Start reading the book. When you come to a place where characters are having a conversation, stop and model how you think about the way they are talking to one another so you can make a movie in your mind. Explain that you know how the character is acting by thinking about the story. Make your voice sound like the character. Next, close your eyes and tell students how you can just see the way the characters are talking to one another. Share where you see they are, what they look like and how they are talking. Are they angry or excited?

#### Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

**Option 1:**
Use the same book that you used to model with and continue reading to another place where a conversation is happening. After reading the conversation, have students take on the role of the two characters and act these parts out. Then have them close their eyes and make a movie in their mind of what just occurred. Continue practicing as needed.

**Option 2:**
Write the following lines on chart paper or blow up the page and show it on your Smart Board.

> “Winter is beautiful, “said Frog. “Come out and have fun.”
>
> “Blah, “said Toad. “I do not have any winter clothes.”

Have students read along with you and think about how the characters are talking. Have each partnership take on the role of Frog or Toad and act this part out. Then have them close their eyes and make a movie in their mind of what was just acted out.

Listen into students’ conversations and compliment them on what you heard them say and do.

Optional: You can show students how to place sticky notes in their book to tell how characters are feeling based on the conversations they have read. If so, you can model what this looks like during your Teach and Active Engagement.

#### Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that during reading workshop or when they are reading at home to pay attention to how characters talk to each other so you can clearly see this conversation in your mind while you are reading.

A few minutes before partner time, have students stop and find a conversation that they can share with their partner. They should practice acting these parts out and making a movie in their mind of what they saw.

Midworkshop Teach Idea: Pull students to the floor to explain what this partner work should look like.

#### Possible Conference Questions:
- Are there any places in your book where you can understand your character by the way they talk to one another?
- How is ___ feeling? How do you know?

#### Possible Things to Make Note of:
Pull a strategy group for struggling students. Tell students that the author gives us clues to help us know how they are feeling. It is our job to listen into their conversations. Select another book such as *Frog and Toad* and break down each conversation. Create an anchor chart such as:

<table>
<thead>
<tr>
<th>My character is saying</th>
<th>I think they sound</th>
</tr>
</thead>
</table>

#### Teaching Share:
- restate the teaching point
- share examples of what you heard or observed

Listen in to partners having a conversation. Choose a few students to share their thinking with the class.
Today, I am going to teach you how readers add what they hear, smell and feel to their movie in their mind by using their schema.

**Active Engagement:**
- **Teach:**
  - Restate my teaching point
  - Tell a personal or class story linked to teaching point
  - Think aloud & point out things for students to notice

  Select a personal narrative book. Start reading the book. Stop after a few sentences. Place a Post it under the spot where you stopped. Write ‘Stop and Think’ on the Post it note. Remind students that good readers think while they read. Envisioning is part of thinking.

  Show students what you envisioned as you read this part. Add what you hear, smell and feel. As you model, look away from the book so students can tell you are not reading but thinking about what you just read.

  This example is taken from Song Lee in Room 2B by Suzy Kline. (page 1)

  Miss Mackle looked out the window of Room 2B. “It’s snowing in March.”
  Harry jumped out of his seat. “Hot dog! Come and see, Doug.”

  After reading these first two lines, I want to make sure to start my movie in my mind. I remember when it snowed in Houston during the school day. I remember seeing the big, fluffy flakes floating to the ground. I can still feel the cold air coming in from the window as I stood close by. I am going to use this experience from my schema to help me make a movie in my mind about what I just read. I can see Miss Mackle, the teacher, standing by the window looking outside. She has her arms folded because she feels the cold coming in from the window. She is watching the snow pour out of the sky. She has a surprised look on her face because she didn’t expect it to snow in March. Did you see how I used my schema to help me make my movie in my mind? I added what I felt that day to help me see what Miss Mackle looked like standing by the window.

  **Teach:**
  - Restate my teaching point
  - Tell a personal or class story linked to teaching point
  - Think aloud & point out things for students to notice

**Link:**
- Restate the teaching point
- Explain how the learning can be used in the future

Remind students that today during reading workshop or when they are reading at home to add what they smell, hear and feel to the movie in their mind.

During partner time, listen into a few partnerships. This is a great time to coach students on how to have appropriate conversations.

**Possible Conference Questions:**
- Can you picture this part in your head? What do you hear and smell?

**Possible Things to Make Note of:**
- Pull students who are struggling to make a movie in their mind for strategy lessons. Teach students to read a small part. Stop and make a movie in their mind. Then retell what they saw.

**Teaching Share:**
- Restate the teaching point
- Share examples of what you heard or observed

Highlight students who are doing a great job of talking with their partners. Have them reenact what they said during partner time. You can comment on what they do well.
## Minilesson: Readers Revise the Movie They Make in Their Mind As They Read

### Materials:
- A familiar book that is good for envisioning
  - Greying by Jane Yolen
  - The Napping House
  - Flossie and the Fox by Mem Fox
  - Smokey Night by Eve Bunting
- Clipboards with adapting mental images page (teacher made)

### Name: ____________________

#### Adapting Mental Images During Reading

<table>
<thead>
<tr>
<th>My image now...</th>
<th>and now...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### Note:
This lesson is adapted from *Reading with Meaning* by Debbie Miller

#### Purpose:
Thoughtful readers revise the movie that they make in their mind

#### TEKS:
2.3C, Fig. 19D

#### Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

#### Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Start reading the story *Greying* or any other book that lends itself to envisioning. As you read **don’t** show the pictures. Read aloud a portion of the book. Model how you **quickly** sketch some of your most vivid images on your adapting mental images page.

Have students look at your images and ask them to see how they changed as you kept on reading. Have them notice the image of the seal in the fisherman’s arm, and then how the image changed to a little boy.

Do you see how I changed the movie in my mind as I read this new information?

#### Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

**Now, you are going to have a try.**

Continue reading while stopping at places to have them stop and jot what they see. They can draw their images in the last two boxes. Ask students if the movie in their mind changed as they read new information.

#### Link:
- restate the teaching point
- explain how the learning can be used in the future

Today, during reading workshop, I would like you to think about how the movie in your mind changes when you learn something new. Pass out adapting mental images page. Remind students that this is just a quick sketch...no coloring. Sketch and get back to reading.

Right before partner time, stop your readers and ask them to look at their pictures and tell themselves what they see in the pictures they have drawn. You may have to briefly model how to do this. A great mid workshop teach lesson.

During partner time, have students share their images with their partners. They should use language to describe what they drew.

#### Possible Conference Questions:
- Can you picture how the character is acting?
- How is the movie in your mind changing as you read?

#### Possible Things to Make Note of:
Record items that will guide you in choosing your minilesson topics and item you might address in small groups.

- During guided reading, have students stop after a page or two of reading to sketch, tell or act out what they envision.

#### Teaching Share Time:
- restate the teaching point
- share examples of what you heard or observed

Highlight students who are doing a great job of talking with their partners. Have them reenact what they said during partner time. You can comment on what they do well.

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**Today, I am going to teach you how readers change the movie in their mind as they read new information.**
Minilesson: What To Do If We Lose the Movie in Our Mind

Materials:
- Any book will work for this lesson.

Note: This lesson is adapted from Lucy Calkins’ book Following Characters into Meaning.

Purpose: Thoughtful readers wake themselves up by acting out part of the story

TEKS: 2.3C, Fig. 19D

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Share a story about a time you were traveling on auto-pilot. Maybe while you go to work each day you just drive without looking at the world around you. You are kind of half asleep and not paying attention to the world around you. You just drive and get to work. In fact, you weren’t even paying attention to a brand new store that was going up right on your way.

Explain how readers sometimes do that when they are reading. They don’t pay attention to what is going on in the story. They just buzz through the words kind of like they are not fully awake.

Share how sometimes even you get caught in this trap and don’t pay attention to what is going on in your reading. You maybe are thinking about what you are going to do over the weekend. You are not really wide awake while reading. You are kind of half asleep.

Today, I am going to teach you that readers wake themselves up by acting out part of the story.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

When you notice that you are just buzzing through your book, not paying attention to what is going on in the story, you need to say to yourself, “Stop! Start the movie back up in your mind.” One way you can start the movie back up in your mind is by acting the story and putting yourself in your character’s shoes.

Start reading a book. Stop and tell students that you didn’t understand what you just read. Explain that good readers don’t just keep reading. They back up to the part they last understood and wake themselves up by acting out that part of the story. Model how to do this. Use hand motions and facial expressions.

Did you see how I put myself in the shoes of the character and acted out this part of the story? I know that I am wide awake and back into this book!

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Continue to read portions of the book stopping and letting your students act out the parts.

Do you guys see how you read with wide awake minds by acting out the part of the story?

Link:
- restate the teaching point
- explain how the learning can be used in the future

Today, during reading workshop read with wide awake minds and practice acting out the characters in your book. Try to be the characters. During partner share today, you will find your favorite part to act out with your partner.

A few minutes before partner time, give students a few minutes to locate their part they want to act out with their partner.

(Optional) Mid workshop teach idea: Pull students to the floor for a quick lesson to show how partner share is done. Model your expectations such as voice level. Show students how they will both need to read the part before they act it out since the other partner may not be familiar with the book.

Possible Conference Questions:
- How’s it going?
- Can you picture this part in your head? What do you see, smell and hear?
- Pretend to be______. Show me how he is acting on this page.

Possible Things to Make Note of:
If students are having a hard time envisioning, continue to pull for strategy group lessons. Have students act out characters part by part. Gradually release them to do this same work in their text with you coaching them.

Teaching Share:
- restate the teaching point
- share examples of what you heard or observed

Highlight students who are doing a great job of talking with their partners. Have them reenact what they said during partner time. You can comment on what they do well.
Minilesson: Noticing What Characters Do Tell us How They Are Feeling in a Story

Materials:
• Any familiar read aloud that has places for inferring characters feelings. Some possible choices:
  ✓ Oliver Button is a Sissy by: Tomie dePaola
  ✓ Amazing Grace by: Mary Hoffman
  ✓ Dancing in the Wings by: Debbie Allen
  ✓ The Relative Came by Cynthia Rylant
  ✓ Pinky and Rex Books
  ✓ Horrible Harry books
  ✓ Frog and Toad books

Note: Prior to this lesson, start a character traits word wall to build up their vocabulary. This can be done during read aloud. When you talk about how a character is feeling, use words other that happy, sad, or mad. List these new words under common category headings (happy, sad, and mad) to build vocabulary.

This is the first lesson in a series of five that focus on inferring.

Purpose: Thoughtful readers develop theories about characters by noticing what the characters do.

TEKS: 2.9B, Fig. 19D

Connection:
• connect today’s work with our ongoing work
• explicitly state my teaching point

Readers, the other day I saw my friend and her daughter walking to their car at Bear Creek Park. My friend’s daughter was dressed in her soccer uniform and was carrying a soccer ball. They both had huge smiles on their faces. I noticed that they were high fiving each other, and I heard someone yell out to them, “congratulations” as they walked by. No one had to tell me that my friend’s daughter had just won her soccer game. I could infer that she was excited and had just won her game by paying attention to the clues I saw and using my schema.

Readers can make inferences about the characters in their books as well. One way that readers make inferences about the characters is by spying on the things that the characters do in their books. Today, I am going to show you how readers make inferences about how the characters are feeling by noticing what the characters do.

Teach:
• restate my teaching point
• tell a personal or class story linked to teaching point
• think aloud & point out things for students to notice

Explain to students that authors don’t tell their readers everything that they want them to know about a story because that would be very boring for the reader. Use the example of a new video game that they have never seen before. Ask students if they would rather sit and listen to someone tell them about the game or whether they would rather get a chance to actually play the game. Use this analogy to help students understand the idea that authors want their readers to experience the story, not just listen to it being told. In order to truly experience a story, the reader must make inferences as they read.

Tell students to watch as you model “noticing what the characters do” to help you infer how they are feeling. Example taken from The Relatives Came by: Cynthia Rylant.

Reread the part when they arrived at the relative’s house and everyone was hugging.

Remember this story The Relatives Came by Cynthia Rylant. I am going to reread this part when they arrived at the relative’s house. I noticed that they are all hugging, and pulling themselves close together and even crying. I remember once when I hadn’t seen my mom in a while she pulled me close to her and even started crying a little because she was so excited to see me. I think that these relatives are very excited to see each other. Did you notice how I thought about what the characters were doing in the story to help me think about how they might be feeling?

Record your thinking on an inference chart.

<table>
<thead>
<tr>
<th>My character does…</th>
<th>My schema tells me…</th>
<th>This makes me think that my character is…</th>
</tr>
</thead>
</table>

Active Engagement:
• involve students by asking them to turn and talk
• listen, observe, and coach active involvement
• share an example of what you heard or observed

Now give students a try. Continue to read from your read aloud or recap what happens up to the place you want your students to infer. This book should be familiar to your students. After you have read the place that you want them to do some inferring, stop and tell students to think of what the character has just done, and use their schema to think about how the character might feel. Have students turn and talk with a partner.

Link:
• restate the teaching point
• explain how the learning can be used in the future

Compliment students on doing a great job of spying on the characters and noticing what they “do” to figure out how they are feeling. Remind them to do this work today during reading workshop and when they are reading at home as well. Give students a chart like the one you used to model your lesson. Have students complete this chart while reading.

A few minutes before partner share, have students look over the places in their books where they inferred how the character was feeling. Have them pick one example to share with their partner.

Possible Conference Questions:
• How’s it going?
• What is the character doing in your story? How do you think he is feeling?

Possible Things to Make Note of:
• Pull students together who are struggling with inferring character feelings. Have students consider how they feel when they act a certain way before having them tell you how the character is feeling.

Teaching Share Time:
• restate the teaching point
• share examples of what you heard or observed

Highlight students who did a great job of inferring character feelings. Have them share their work. Add any unique character feeling words to your word wall.
Minilesson: Noticing What Characters “Do” Tell Us About Their Traits

Materials:
- Amazing Grace by Mary Hoffman or any familiar read aloud that has places for inferring characters traits.
- Anchor chart for making inferences
- Chart paper to list feeling/trait

Purpose: Thoughtful readers learn how characters act (traits) by paying attention to what they do in the story.

TEKS: 2.9B, Fig. 19D

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Readers, yesterday we talked about how we can infer what a character is feeling by spying on them in our books and noticing what they do. Characters can change their feelings as quickly as we can. This morning, I was feeling grumpy when my alarm went off, but as soon as I had a cup of coffee and started thinking about seeing you guys at school, I cheered up and now I am quite happy. Today, we are going to continue to spy on our characters to learn more about them. We are going to pay close attention to the traits they have. Traits describe how people act for longer periods of time. Traits don’t change as quickly as feelings do. For example, I know that my brother is extremely generous. That is a trait that he has. When a family in a close neighborhood lost their house in a fire, he donated his time and money to help them find a new home. My brother’s generosity doesn’t change from one minute to the next. He doesn’t give money to people and then two minutes later ask for it back. He is known as being a generous person. Traits stick with you. They don’t change from one minute to the next. Today, I am going to show you how readers pay attention to what the character does to find out how the character is acting in the story or what traits the character might have.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Tell students to watch as you model “noticing what the characters do” to help you infer how they are acting. The example was taken from Amazing Grace by Mary Hoffman.

Read the part where Grace really wanted to play Peter Pan in the play even though her classmates were telling her she couldn’t do it.

Readers, I just read that Grace didn’t put her hand down even after Raj and Natalie told her that she couldn’t be Peter Pan because she was a girl and she was small. Wow! I remember one time when my brother told me I couldn’t learn to bunt a baseball. I kept practicing and practicing and finally could do it! I didn’t give up. I was really determined (persistent). I am thinking here that Grace is really determined too. She is not giving up even though Raj and Natalie said those things to her. Determined is a good word to describe how Grace is acting in this part.

Complete chart below with students.

<table>
<thead>
<tr>
<th>My character does…</th>
<th>When someone acts this way they are…</th>
<th>This makes me think that my character is…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did you see how I paid attention to what the character did to find out how the character was acting in this part of the story?

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Now give students a try. Continue to read from your read aloud or select a new book that is familiar for your students.

In the beginning of the story, Song Lee raises her hand, doesn’t leave her seat without permission and her teacher says she has good manners. Song Lee is responsible or a rule follower.

After you have read the place that you want them to do some inferring, stop and tell students to think of what the character has just done in the story. Have students use their schema to think about how the character is acting or what traits they have. Have students turn and tell their partner.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Compliment students on doing such a great job of spying on the characters and noticing what they do to figure out how they are acting. Remind them to do this work today during reading workshop and when they are reading at home as well.

Possible Conference Questions:
- How’s it going?
- What is the character doing in your story? How do you think he is acting?

Possible Things to Make Note of:
- Pull students together who are struggling for a strategy lesson. Have students consider how they feel when they act a certain way before having them tell you how the character is feeling.

Teaching Share:
- restate the teaching point
- share examples of what you heard or observed

Highlight students who have done a great job of inferring character traits. Add new traits/feelings to your word wall and discuss.
Minilesson: Using Precise Words to Describe the Way a Character Acts

### Materials:
- A familiar book that has been read aloud.
- Same inference anchor chart that you have been using
- Character Traits List (see resources)

### Note:
Prior to this lesson, you will want to start a character traits word wall or build up their character trait vocabulary. This can be done during read aloud when you talk about how a character acts, use words other than happy, sad, or mad.

### Purpose:
Thoughtful readers use images and precise words to describe the way a character acts.

### TEKS:
2.9B, Fig. 19D

### Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Praise students for doing a great job of spying on the characters in their books to determine how they are feeling/acting. Share with students how you have noticed that some students are using exact words to describe the character’s feelings and how you are able to really understand how that character is feeling. Provide an example of where a student used an exact word to describe a character’s feeling such as excited instead of happy or disappointed instead of sad.

Today, I am going to teach you that readers describe characters in the story by using exact words to tell how they feel.

### Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Tell students to watch as you choose the exact word to describe a particular character in the book you are reading. Read a short part from your familiar book and use a word that is specific such as happy, sad, mad, etc. Tell students that you probably could come up with a more exact word to describe this character. Think out loud as you use the clues in the text to exactly describe this character. Then state the exact word.

Example from *Pinky and Rex and the Bully*.

After reading these first two pages, I am thinking that Pinky is mad. His cheeks were fever-hot and someone is calling him a girl! Wait a minute…mad is such a common word. It doesn’t tell me exactly how mad he is. You can be a little mad…angry or you can be a lot mad…furious. I think I can find a more exact word to describe Pinky. I am thinking that because Pinky’s cheeks were fever-hot, he isn’t just a little mad. I think he is furious. Maybe I could say Pinky is like a bumblebee that has just been swatted with a fly swatter. Do you see how after I thought about how the character was acting, I really thought hard to find a word that described exactly how that character was feeling?

Continue to use the same inferring chart that you have been using.

Add a few words to your word wall and discuss their meaning. Place words under common headers and talk about how they have similar meanings, but are a bit different. Use a pretend thermometer to help illustrate the degree of the word. An example would be: mad would be low on the thermometer. Angry would come next because you are a little more than just mad. Furious would be high on the thermometer. This means that you are extremely angry! Provide situations of when you would feel that way.

### Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Let students know that they are now going to have a try. Continue reading from the same book or select a new book. Stop when you reach a place where you can make an inference about a character. Remind students about the things the character has done. Have them think of an exact word to describe this character and tell their partner. Encourage students to use the word wall to come up with a word. Add word to your inference chart.

### Link:
- restate the teaching point
- explain how the learning can be used in the future

Tell students that their job during reading workshop today is not only to think about what the character is doing and come up with a word that describes how he/she acts, but also try to think of a precise word that describes that character. Remind them to use the word wall if they need to. Let them also know that if they can’t think of an exact word to describe the character, just to write the word they did come up with and place that sticky note in the book. During partner time, they can work with their partner to come up with a more exact word.

### Possible Conference Questions:
- How’s it going?
- How is the character acting in this part? How do you know?
- Can you think of an exact word to describe this character?

### Possible Things to Make Note of:
- Building a Word Wall of synonyms for nice, happy, mean, sad, mad will help students come up with exact words to describe their character as well as build their vocabulary.

### Teaching Share:
- restate the teaching point
- share examples of what you heard or observed

Ask if any students are stumped and can’t think of an exact word to describe their character. Have the student read the part of the book that tells how the character is acting and let the class come up with exact words.
Minilesson: Why a Character Acts a Certain Way (Character Motivation)

Materials:
• Any familiar read aloud or familiar series book such as
  ✓ Pinky and Rex (L),
  ✓ Iris and Walter (K),
  ✓ George and Martha (L),
  ✓ Minnie and Moo (K/L)
  ✓ Frog and Toad (J)
  ✓ Horrible Harry books (K)
• Sentence frame written on chart paper or dry erase board.

Note: This lesson is adapted from A Journey Through Friendship: Examining Good Times and Bad by Laura Argento and Valerie Geschwind

Purpose: Thoughtful readers stop and think about why the character is acting a certain way.

TEKS: 2.9B, Fig. 19D

Connection:
• connect today’s work with our ongoing work
• explicitly state my teaching point

Praise students for the great inferring work they have been doing. Share an example of when someone did something and how you began to think about why that person acted that way. Someone may have helped you change a tire by the side of the road. That person may have acted that way because he/she is a caring person and wanted to help you so you could get home safely.

Remind students that characters in books act in certain ways just like we do and often there is a reason why they are acting that way. Tell students that readers not only infer character feeling/trait, but they also think about why they acted that way.

Today, I am going to teach you how readers pay attention to what characters do and ask, “Why did the character act that way?”

Teach:
• restate my teaching point
• tell a personal or class story linked to teaching point
• think aloud & point out things for students to notice

Choose a familiar book that has been read aloud already. Find a part in the book that shows a character doing something. Model how you stop and think about why the character is acting a certain way. This example is from Frog and Toad All Year by Arnold Lobel.

Use a sentence frame such as:

[character] was [trait/or what character did] because ______

Do you see how I stopped and asked myself, “Why did the character act that way?”

Active Engagement:
• involve students by asking them to turn and talk
• listen, observe, and coach active involvement
• share an example of what you heard or observed

Now give your students a chance to try. You can have them try with a different part in that book or choose a different book entirely. Have students turn and tell their partner what they noticed that the character did and why they think the character is acting that way. Keep up the sentence frame so students can refer to it during active engagement and workshop time.

Link:
• restate the teaching point
• explain how the learning can be used in the future

Tell your students that you noticed that they were able to pay close attention to the way the character was acting and they were able to tell why the character acted that way. Compliment them for their great thinking!

A few minutes before partner share, have your students locate a place in their book where they were able to figure out why the character acted a certain way. Tell them they will share this with their reading partners.

Possible Conference Questions:
• How are the characters acting in your story? Why do you think they are acting this way?

Possible Things to Make Note of:
• Pull struggling students together for a strategy lesson. Use the chart below to help students build ideas about why characters are acting a certain way.

How the characters are acting… I think they are acting this way because…

Teaching Share:
• restate the teaching point
• share examples of what you heard or observed

Highlight students who are doing an exceptional job of determining why characters are acting a certain way. Students often “get it” when other students explain their thinking to them.
Minilesson: Infer Character Feelings and Motivations Through Reading Dialogue  

Materials:  
- A familiar read aloud (fiction)  
  - Pinky and Rex books (L)  
  - Horrible Harry books (L)  
  - Frog and Toad (K)

Purpose: Thoughtful readers infer character feelings and motivations through reading dialogue.

TEKS: 2.1A, 2.9B, Fig. 19D

Connection:  
- connect today’s work with our ongoing work  
- explicitly state my teaching point

Praise students for doing a great job of paying attention to what the character is doing in the story to help them infer character feeling/traits. Explain to students that readers not only pay attention to what the character is doing, but they also spy on the conversations their characters are having. They envision how these conversations might sound. Then they think about how the character might be feeling or acting.

Today, I am going to teach you how to pay attention to what the character is saying and ask, “Why did the character say that?”

Teach:  
- restate my teaching point  
- tell a personal or class story linked to teaching point  
- think aloud & point out things for students to notice

Tell students to watch as you read a part from your fiction book. One example that could be used comes from the book Song Lee in Room 2B by: Suzy Kline.

Recap what has happened up to page 7 or read the pages out loud before you begin the lesson.

Read page 7. Remind students who “I” is in the story (Doug). Think out loud how you envision the conversation among Song Lee, Doug, and Harry.

“Are you crying?” I asked.  
Song Lee sniffed a few times.  
When she caught her breath she whispered, “If I don’t give talk tomorrow, I get zero on homework chart.”

“Don’t worry,” Harry said, putting his elbow on my desk.  
“You’ll never have as many zeros as me.”

Share how you use the dialogue to infer character feelings and motivations.

After reading this conversation I noticed that Harry said, “You’ll never have as many zeros as me.” I need to ask myself why Harry said this. Let me think about what just happened. I know Song Lee is afraid to talk in front of the class, and she doesn’t want to get a zero on her assignment. Song Lee is crying and feeling pretty bad, because she knows if she doesn’t talk she will get a zero. I remember once when I was upset about leaving my lunchbox at home. My friend told me that she does that all the time, and that made me think that I wasn’t the only one who made mistakes. I think Harry is trying to make Song Lee Feel better because he has a lot of zeros. What a nice friend he is!

Add thinking to your class chart. Add “saying” to chart to introduce dialogue.

What characters are doing/saying…  
- Harry said, “You’ll never have as many zeros as me.”

I think they are doing/saying this because…  
- Harry wants Song Lee to feel better.

Add thinking to your class chart. Add “saying” to chart to introduce dialogue.

Did you see how I asked myself, “Why did the character say that?” Then, I stopped and thought about the reason (why).

Active Engagement:  
- involve students by asking them to turn and talk  
- listen, observe, and coach active involvement  
- share an example of what you heard or observed

Give students a try. Find another part in this book for students to infer character motivation or select another story altogether. Enlarge this piece of text so all students can read with you. Tell students what the character just said and ask them to think about why the character just said that by thinking about what just happened in the story. Coach students to think about what just happened.

Link:  
- restate the teaching point  
- explain how the learning can be used in the future

Tell your students that you noticed that they were able to pay close attention to the way the character was saying and they were able to tell why the character said that. Compliment them for their great thinking!

Possible Conference Questions:  
- How are the characters acting in your story?  
- Why do you think they are acting this way?

Possible Things to Make Note of:  
- Pull struggling students together for a strategy lesson. Use the chart below to help students build ideas about why characters are acting a certain way. Pay attention to the dialogue in the story as well.

<table>
<thead>
<tr>
<th>How the characters are acting…</th>
<th>I think they are acting this way because…</th>
</tr>
</thead>
</table>

How the characters are acting… | I think they are acting this way because…

Teaching Share:  
- restate the teaching point  
- share examples of what you heard or observed

Highlight students who are doing an exceptional job of determining why characters are acting a certain way. Students often “get it” when other students explain their thinking to them.
Minilesson: Using the Titles and the Blurb to Predict Before Reading

FC 24

Materials:
- Several realistic fiction books that have blurbs on the back
  - Horrible Harry books (L)
  - Cam Jansen books (L)
  - Pink and Rex books (L)
  - Mr. Putter and Tabby books (J)
  - Kids of Polk Street School books (M)

Note: Students will bring a book that they have not read yet to the floor for the active engagement part of this lesson.

Purpose: Thoughtful readers use the title, chapter title and blurb on the back of the book to make predictions.

TEKS: 2.3A, Fig. 19D

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Readers, you have been doing such a great job of making inferences about the characters that you are reading in your books. We are going to spend this next week talking about how readers make predictions while they read, too. Readers are sort of like weatherman. The weatherman does not just look out the window and make a guess about the weather each day. He uses instruments and his knowledge of weather patterns to make a prediction about the weather. That doesn’t mean that the weatherman is always correct, but he does make more accurate predictions when he uses all of his tools and his knowledge of weather patterns. When we read, we also just don’t make a guess about what is coming up in the story. We use clues that the author gives us and our knowledge to predict what we think will happen next. We start to make our predictions about the book we are reading even before we turn to page 1! Today, I am going to teach you how readers to make predictions by reading the title and blurb on the back of the book.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Tell students to spy on you while you make predictions about this book that you have never read before.

Think out loud as you read the title, and blurb on the back of the book. Show students how they can predict the characters, problem and a few details that will happen before they even start reading.

Display a chart such as the one below. Fill in the chart while you think out loud. Tell students that you may not be able to fill in all sections, but to use the information to help you make some predictions.

<table>
<thead>
<tr>
<th>My Prediction’s About…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character:</td>
</tr>
<tr>
<td>Setting:</td>
</tr>
<tr>
<td>Problem:</td>
</tr>
<tr>
<td>Events:</td>
</tr>
</tbody>
</table>

Select another type of book to model to your students (possibly a mystery if your last book was a realistic fiction story).

Show students how much you know about the book and you haven’t even begun reading yet. Tell students that predicting before reading will help them understand the story better and make better predictions about what will happen as they read.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Tell students that they will have a chance to practice making predictions before reading. Have them take out a book from their book bag that has a blurb. Have students read the blurb with their partner and talk about their predictions. They can complete the same chart above on the floor with their partner or talk with their partner and fill the chart out at their seats.

Link:
- restate the teaching point
- explain how the learning can be used in the future

Remind students to always make predictions before reading so they can understand their reading better and make better predictions as they read the book.

Possible Conference Questions:
- How’s it going?
- What do you think this book will be about? How do you know that?

Possible Things to Make Note of:
- Students who struggle with comprehension will benefit from making predictions and building their schema about a book before reading. Pull students together often for short strategy/coaching lessons to make sure they are doing this thinking before reading.
- During guided reading lessons, type blurbs to put on the back of the book if there is not one. Coach students to predict what the book will be about before reading.

Teaching Share:
- restate the teaching point
- share examples of what you heard or observed

Highlight students who did a good job of making predictions before reading. Show their prediction chart to the class and have the student explain how they made their predictions using the blurb and title of the book.
Minilesson: Readers Think About What Has Already Happened in the Story to Make Predictions

Materials:
- A read aloud that is not familiar to the students. Suggestions:
  - The Royal Bee by Frances Park and Ginger Park
  - Fireflies by Julie Brinkloe
- Predicting Chart (see resources)

Note: Choose a book that you have not read before since you are asking your students to make predictions about upcoming events. Before this lesson, read the book and mark places that would be good for predicting.

This lesson can be taught over a two day period. You may continue using the same book or you can start a new book and model teaching the same strategy.

Purpose: Thoughtful readers think about what has already happened in the story to make predictions.

TEKS: 2.3A

Connection:
- connect today’s work with our ongoing work
- explicitly state my teaching point

Remind students that using the blurb on the back of the book is a great way to predict what will happen in the story. However, the blurb doesn’t tell us everything that will happen. Tell students that good readers continue to make predictions as they read. Explain that this keeps the readers engaged in the story. After they make a prediction they keep reading to see if their prediction was right! Remind students that just like weathermen use their tools to make good predictions about the weather, readers have tools to help them predict as well. Also explain that even though weathermen use tools and their knowledge to predict the weather, sometimes their predictions are not correct. Let students know that the same thing is true with reading. Sometimes even the best readers in the world make predictions that are incorrect.

Today, I will teach you that readers make predictions by thinking about what has happened in the story and what they know about the character.

Teach:
- restate my teaching point
- tell a personal or class story linked to teaching point
- think aloud & point out things for students to notice

Tell students that you will be reading The Royal Bee and watching you make some predictions about what will happen in the story. Tell them to notice how you will think about what happens in the story and what you know about the character to help make those predictions.

Read page 5 (stop after...Suddenly the door slid open.)

Stop and make a prediction. Think out loud

Readers, I think I have a prediction. So far I have read that Song-ho wants to learn to read and write. I learned that when the school bell rang, it was if the bell was calling him to the school. I think that Song-ho will ask if he can go to school. Do you see how I thought about what has happened already in the story and about what I already know about Song-ho to help me make my prediction?

Stop and write your prediction on your prediction chart. Then tell students that you will read on to see if your prediction is correct or if you need to make a new prediction. Tell students that sometimes what we think will happen does not happen. It is alright to change our prediction as long as we are using what happened in the story and what we know about our characters to make our prediction.

Continue reading the book to confirm your prediction. Model how you make another prediction. A possibility is on the next page after Master Min says, “Go home, Song-ho”. Record your predictions on the chart and read to see if your prediction is correct.

Possible Conference Questions:
- How’s it going?
- What has already happened in the story? What do you think will happen next?
- Any other question that fits your students reading work.

Possible Things to Make Note of:
- You may have to break this lesson down further, for students who are struggling, by helping them name the things that happen in the story before stopping to make a prediction.

Teaching Share:
- restate the teaching point
- share examples of what you heard or observed

Highlight a student who did a great job of using what already happened in the story to make a prediction.

Active Engagement:
- involve students by asking them to turn and talk
- listen, observe, and coach active involvement
- share an example of what you heard or observed

Tell students that they will have a try at making predictions. Continue reading. Stop at another place for students to practice making a prediction. Have them turn and tell their partner what they predict and what happened in the story to help them make their prediction. Read on to see if their prediction was correct.

Link: