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|  | October 17-21, 2011 |
| Essential Learning Goals  You might want to make this into an anchor chart | We are learning how great readers think about story elements as they read to understand the story better.  Strategies (could put in a lotus):   * Read to find out about characters and what they’re like.(looks, likes, dislikes, feelings) * Think about how characters change. * Think about the setting. * Think about the important events. * Think about the problems and solutions in the story. |
| MONDAY | **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Session 1. Who is This Character, Anyway?**   |  |  | | --- | --- | | 1. | Begin by gathering students together for a minilesson. Review the idea that good readers get to know and understand the characters in their books. This understanding helps readers comprehend the text and enjoy the books they are reading. You can talk about books you have read aloud or even movies that students are familiar with to model this concept. | | 2. | Begin to read aloud a short story with a strong main character who changes during the course of the story. "A Bad Road for Cats" by Cynthia Rylant is used as a model throughout the lesson, but you may use any short story you wish.  In "A Bad Road for Cats," the reader is introduced to a poor, harsh woman named Magda who is searching for her lost cat. As Magda goes through the process of searching and eventually finding her cat, she begins to show kindness and compassion for the young boy who found and cared for the cat. | | 3. | Ask students to think about the main character, Magda, as you read. What does she look like? How does she act? How do other characters in the story react to her? Write about how she is in the beginning of the story under “At the beginning…” | |  |  | |  |  | |  |  | |  |  | |  |  | |  |  |      |  |  | | --- | --- | | 1. | Continue reading and ask students to once again think about the questions on the chart paper or interactive character map, just like they did for the first part of the story. At the end of the story, ask students to reconsider the same questions and complete the portion of the graphic organizer that says, “At the end…” (Magda, for example). | | 2. | Model for students your thoughts about Magda and how she has changed since they first met her in Session 1. Show students how you are *inferring* (i.e., taking evidence from the text and combining it with your own experiences and knowledge) to understand how the character changed. Leave the "Why the Character Changed" section blank for now. | | 3. | Have students discuss their own observations about Magda at the end of the story and how they think she has changed. You might want to have students discuss these observations with partners or in small groups. | | 4. | Provide students who seem ready with the How and Why Characters Change graphic organizer. Ask students to continue reading their independent reading books and think about how their main characters have changed.  Have students complete the "At the Beginning" section of the organizer when they have enough information to do so; the "At the End" section should be completed when they near the end of the story. During this time, you can confer with individual students or work with students in small groups.  **Note:** If students are reading longer texts, you can have them think about how the character changes across several chapters. | | 5. | At the end of the reading time, have students gather and share (possibly with partners) what they have noticed about character change in their own books. \*\*\*Have the discussion with your class about why the character changed.\*\*\* (This will just be exposing them to this question, we will come back to it later in the year when readers are more mature) | |
| TUESDAY | **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  This lesson may take almost 30 minutes, which is much more than usual.  **Materials:**  Miss Nelson is Missing  We will use this book over several days.   * Today, we will figure out the most important events in a story we read together. We will think about the important events as we read. * Read the entire book Miss Nelson is Missing aloud. * As you read, make a flow chart of the events that happen in the story. Let the children help you decide what events to put in the flow chart. (It’s ok if they include a small event that’s not a main event. We will address this tomorrow.)   READ TO SELF TIME: The students will read a just right book and think about the events of the story. |
| WEDNESDAY | **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Materials:**  Miss Nelson is Missing  Large construction paper  Miss Nelson story cards (we’ll provide copies)  Glue sticks, scissors   * Yesterday, we read the book Miss Nelson is Missing. We listed some events from the story. * Stories have different types of events. There are little, unimportant events, and there are main events that are very important to the story. * Let’s look back at our flowchart and see if we can find any events that are not main events. Cross out events such as (They went to see Detective McSmogg, or Maybe Miss Nelson got carried away by butterflies, etc.). * Explain to the students how to cut out the event cards (We will provide them).   PARTNER PRACTICE: The students will cut out their cards. They will put them in the correct order and number them. Then, they will sort them into two piles: main events and small events. The students will then fold a piece of construction paper in half. They will glue the main events on the left side, and the small events on the right side.  REFLECT: Have the pairs come to the carpet to share their work. |
| THURSDAY | **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Materials:**  Miss Nelson is Missing   * We have been learning how good readers think about the main events in a story. * Today we will learn that there are problems and solutions in stories. * Discuss the meaning of the words **problem and solution.** * Review the main events from Miss Nelson is Missing. * Discuss the problems and solutions of the story. * Record problems on a chart like this one:  |  |  | | --- | --- | | PROBLEM | SOLUTION | | Miss Nelson has a problem. The kids in room 207 were misbehaving. They were throwing spitballs and paper airplanes. They would not listen. | Miss Nelson did not come to school one morninog. | | The kids have a problem. Viola Swamp is a real witch when they don’t do what they’re told. | They do what they are told to do by Miss Swamp. They get to work. | | The kids miss Miss Nelson. Miss Nelson is missing. | She finally returns once the children have been working hard and following directions. |   INDEPENDENT PRACTICE: Challenge kids to choose a just right book and make a problem/solution chart in their RRJ.  REFLECT: Have kids share their problems and solutions. |
| FRIDAY | **Objective:**  2.17 Retell fiction with leveled texts (at least 17-18) including plot, major events, problem/solution, author’s message, setting, character(s), and connections  **Materials:**  Miss Nelson is Missing  Story kite materials:   * Construction paper (we will get a parent volunteer to cut out paper squares for this project) * String * Markers   Review the story Miss Nelson is Missing. Record the characters, setting, problem, and solution. (MAIN PROBLEM, MAIN SOLUTION)   * Characters: Miss Nelson, class, Principal, Detective McSmogg, Viola Swamp * Setting: Miss Nelson’s classroom during the school day. * Problem: The chidren are misbehaving at school. * Solution: Miss Nelson, disguised as Viola Swamp, is very strict with the kids to make them behave. * Show the students your example story kite and how it includes all of these story elements. * Explain that on the tail of the kite, you will put your reactions to the text on the bows. (I was excited when…, It surprised me when…., etc…) Don’t show the kids your reactions. Have the kids do their own thinking and record on their own bows.   TSW make a story kite. |