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*Reading and Role Playing: Fiction, Folktales and Fairy Tales*

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**Grade 2 Reading Unit 2**

Dates:

Apr. 22th – May 15th

**Unit of Study Planning Template**

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| Unit: Reading and Role Playing: Fiction, Folktales and Fairy Tales |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Readers Can Become Actors Too: Stepping into a Character’s Shoes-Literally! * Directing Ourselves and Our Club Mates * As Readers Get to Know Characters Better, We Discover Predictable Roles They Play: Understanding the Villain, the Hero, and Everyone in Between * Readers Recognize the Morals, Lessons and Author’s Purpose That Stories Convey |

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| Essential Questions:  *(These should be aligned with Goals.)* |  |

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| Standards: | 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| Key Vocabulary: | Fairy Tales, fables, folk tale, modern stories, characters, feelings, traits, nuances, theories, patterns of behavior, compare and contrast, expression, enthusiasm, roles, visualize, narrator, director, actor, evidence, critique, dramatize, analyze, villain, hero, side kick, wise adviser, trickster, moral, lesson, connection  Cuentos de hadas, fábulas, cuentos populares, historias modernas, personajes, sentimientos, rasgos, matices, teorías, modelos de comportamiento, comparar y contrastar, de expresión, entusiasmo, roles, visualizar, narrador, director, actor, evidencia, critica, dramatizar, analizar , villano, héroe, compañero, consejero sabio, engañador, lección moral, la conexión |

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| Anchor Texts: | Cinderella, Little Mermaid, Goldilocks, Jack and the Beanstalk, The Three Little Pigs, Little Red Riding Hood, Cinder Edna, Cinder-Elly, Prince Cinders, I Love My New Toy, The Paper Bag Princess, Mirror Mirror, Fables by Arnold Lobel, Sleeping Beauty, The True Story of the Three Little Pigs, Don’t Let the Pigeon Stay Up Late, Little Bill Books |

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| Other Resources: | http://cuentosparachicos.com/BIL/teatro/index.htm |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*  Assessment checklist, sight words check, informal running records with miscue analysis, student writing | *SUMMATIVE*  Spelling inventory, DRA, EDL |

Unit of Study At A Glance Planner

| **UNIT 7** Reading and Role Playing: Fiction, Folktales and Fairy Tales | | | |
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| **GOAL: 1**  Readers Can Become Actors Too: Stepping into a Character’s Shoes-Literally! | **GOAL: 2**  Directing Ourselves and Our Club Mates | **GOAL: 3**  As Readers Get to Know Characters Better, We Discover Predictable Roles They Play: Understanding the Villain, the Hero, and Everyone in Between | **GOAL: 4**  Readers Recognize the Morals, Lessons and Author’s Purpose That Stories Convey |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Good readers will better understand a story and the characters by making connections between what they see (T.V., movie, plays, reader’s theater, books, read alouds, real life) and what they read (p. 120) 2.RML.7-1 * Good readers can become their character by making facial expressions and talking like they are feeling (p.120) 2.RML.7-2 * Good readers interpret characters feelings by trying on different voices and emotions and seeing which one fits. (p. 120) 2.RML.7-3 * Good readers change their voice by noticing when a character’s feelings change (p. 120) 2.RML.7-4   + MWTP: Use post its to keep track of your thinking * Good readers analyze how their character is feeling by marking the places in their books where the characters have a strong feeling (p. 121) 2.RML.7-5 * Good readers use precise words to describe how characters react to challenges they face by carefully considering the situation (p. 121) 2.RML.7-6   + MWTP: Actors keep notes, jot it down. * Partners predict what may happen next by thinking about what they know about their characters (p. 122) 2.RML.7-7 | * Good readers understand the narrator’s/director’s role in a story by seeing the big picture (actions & feelings of all characters/setting)   (p. 122-3) 2.RML. 7-8   * Good readers don’t just identify a character’s feelings but understand them by asking why? (What was their motivation) (p.123) 2.RML.7-9   + MWTP: Don’t forget to go back to the text and cite your evidence * Good readers understand the character by paying attention to how a character acts (clues in the text, gestures, actions, words, etc.) (p. 123) 2.RML.7-10 * Good readers understand that there is a difference between traits and feelings by looking for patterns of behavior (p. 124) 2.RLM.7-11 | * Good readers understand that there are different personality types in stories by noticing them in the world (villain, hero, side kick, trickster, etc.). (p. 124) 2.RML.7-12 * Good readers think about what it means to be one kind of character or another by observing their typical patterns of behavior. (p. 125) 2.RML.7-13 * Good readers can predict what is going to happen by thinking about the role the character plays. (p. 125) 2.RML.7-14) * Good readers understand the story better by considering whether the main character in the story is the one teaching or learning the lesson. (p. 125) 2.RML.7-15 * Good readers notice that there are plot structures, character types and lessons in any story by attending to the similarities between classic tales and modern stories (p. 126) 2.RML.7-16 | * Good readers know that books teach lessons by finding the lessons in fairy tales and folk tales. (p. 127) 2.RML.7-17   + MWTP: Readers can work in partnerships to think whether the lesson is fair. * Good readers learn about morals by reading fairy tales and folk tales (p. 128) 2.RML.7-18   + (alternate note section) Organize temporary bins by moral or lesson * Good readers explore life morals by comparing modern day takes of classic tales and the different ways in which authors approach them. (p. 128) 2.RML.7-19 * Good readers develop a deeper understanding of books by rereading them (p. 129) 2.RML.7-20 |

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| **WORKSHOP CALENDAR FOR:** | **Grade 2 Reading Unit 7** | Dates: |
| **Unit of Study: Unit 7** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| Good readers will better understand a story and the characters by making connections between what they see (T.V., movie, plays, reader’s theater, books, read alouds, real life) and what they read (p. 120) 2.RML.7-1 | Good readers can become their character by making facial expressions and talking like they are feeling (p.120) 2.RML.7-2 | Good readers interpret characters feelings by trying on different voices and emotions and seeing which one fits. (p. 120) 2.RML.7-3 | Good readers change their voice by noticing when a character’s feelings change (p. 120) 2.RML.7-4  MWTP: Use post its to keep track of your thinking | Good readers analyze how their character is feeling by marking the places in their books where the characters have a strong feeling (p. 121) 2.RML.7-5 |
| Good readers use precise words to describe how characters react to challenges they face by carefully considering the situation (p. 121) 2.RML.7-6 | Partners predict what may happen next by thinking about what they know about their characters (p. 122) 2.RML.7-7 | Mini Lesson Flex day | Good readers understand the narrator’s/director’s role in a story by seeing the big picture (actions & feelings of all characters/setting)  (p. 122-3) 2.RML. 7-8 | Good readers don’t just identify a character’s feelings but understand them by asking why? (What was their motivation) (p.123) 2.RML.7-9 |
| Good readers understand the character by paying attention to how a character acts (clues in the text, gestures, actions, words, etc.) (p. 123) 2.RML.7-10 | Good readers understand that there is a difference between traits and feelings by looking for patterns of behavior (p. 124) 2.RLM.7-11 | Good readers understand that there are different personality types in stories by noticing them in the world (villain, hero, side kick, trickster, etc.). (p. 124) 2.RML.7-12 | Good readers think about what it means to be one kind of character or another by observing their typical patterns of behavior. (p. 125) 2.RML.7-13 | Good readers can predict what is going to happen by thinking about the role the character plays. (p. 125) 2.RML.7-14) |
| Good readers understand the story better by considering whether the main character in the story is the one teaching or learning the lesson (p. 125) 2.RML.7-15 | Good readers notice that there are plot structures, character types and lessons in any story by attending to the similarities between classic tales and modern stories (p. 126) 2.RML.7-16 | Mini Lesson Flex day | Good readers know that books teach lessons by finding the lessons in fairy tales and folk tales. (p. 127) 2.RML.7-17 | Good readers learn about morals by reading fairy tales and folk tales (p. 128) 2.RML.7-18  (note section) Organize temporary bins by moral or lesson |
| Good readers explore life morals by comparing modern day takes of classic tales and the different ways in which authors approach them. (p. 128) 2.RML.7-19 | Good readers develop a deeper understanding of books by rereading them (p. 129) 2.RML.7-20 |  |  |  |

**Unit of Study Assessment Checklist**

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| **Unit 7:** Reading and Role Playing: Fiction, Folktales and Fairy Tales |

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| Name | Student changes voice and expression to reflect character’s emotions | Use precise words to describe characters’ feelings and reactions | Work on clarification with one another | Determine their central message, lesson or moral | Compare and contrast two versions of the same story | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 7 Mini Lesson 1** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers Can Become Actors Too: Stepping into a Character’s Shoes-Literally! |
| **Teaching point:** | Good readers will better understand a story and the characters by making connections between what they see (T.V., movie, plays, reader’s theater, books, read alouds, real life) and what they read (p. 120) |
| **Catchy phrase:** | I feel like I’m in the story, don’t you? |
| **Text:** | Toy Story 3 or Other Familiar Movie or TV Show Made from a Book |
| **Chart:** |  |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *I was watching television the other day and guess what I saw? Toy Story 3! It was so neat to see the characters come to life that way, moving and talking! I looked at the schedule and guess what I also saw? Clifford and Arthur!* |
| ***Teach:***  I’d like to be an actor in one of these shows. In Toy Story 3, there was a lot of action going on, I felt like I was practically in the story. The story begins with the toys discussing Andy going off to college, leaving them behind and not playing with them anymore. (Teacher shows an emotional face). Then their feelings quickly turn to anger when they think that Andy threw them in the garbage to be carried off by the dump truck. Mr. Potato Head put his hands on his hips like this (teacher demonstrates) and said “Andy threw us in the trash!” Describe your facial expression (teacher shows ballistic, angry facial expression). I feel like I’m in the story, don’t you?  Further in the story, Barbie is so upset that she is being passed on by her owner that she decides it would be better to go to the daycare center. She begins crying (teacher models crying) and Woody says, “You think daycare is any better? It’s a horrible place for washed up old toys.” When he tells Barbie this she cries louder into her hands (teacher models this action). Now I really feel like I’m in the story, don’t you? |
| ***Active Involvement:***  In another scene, (read an abridged version of a movie story) at the daycare center, younger toddlers began to play with the toys aggressively by pounding, hitting, breaking and licking the toys. Buzz Lightyear’s visor was licked by a kid that didn’t know how to play with him and other toys were used as hammers! Stop for a moment and let’s be Buzz Lightyear. Show me on your face what you are feeling when somebody is licking you. Woody didn’t see this part because, he left the daycare to search and be there for his old friend Andy. However, half way through the book, Woody is off with some other toys who explain to him how atrociously toys are treated at the daycare.  Right now while you are sitting here, will each of you be Woody and describe how you would feel if you found out your friends were being treated this way? What do your face and arms look like? (Students model various facial expressions/gestures). I saw some surprised and disgusted faces (or something similar). Looking at your expressions make me feel like I’m in the story, don’t you? |
| ***Link:***  So remember, now and every time you read fiction, put yourself in your characters’ shoes and think “I feel like I’m in the story, don’t you?” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 7 Mini Lesson 2** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers Can Become Actors Too: Stepping into a Character’s Shoes-Literally! |
| **Teaching point:** | Good readers can become their character by making facial expressions and talking like they are feeling (p.120) |
| **Catchy phrase:** | Sound like your character! |
| **Text:** | Cinderella or Similar Fairy Tale or Folk Tale |
| **Chart:** |  |
| **Standard:** | 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.   2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we began putting ourselves in the story by making expressions and gestures like the characters would. Today I want to show you to sound like the characters. Good readers can become their character by making facial expressions and talking like they are feeling. Sound like your character! |
| ***Teach:***  When I am reading folk tales like my favorite Cinderella, I can imagine that I am Cinderella in the story, because I have to work very hard at home. The things I can imagine are: cleaning the fireplace, getting dirty and feeling lonely.  I can also imagine dressing up in a beautiful gown that is given to me by the fairy Godmother with clear, clean glass slippers. Then I can imagine myself running away fast around midnight because my outfit and shoes will disappear and the prince might see me looking raggedy. So when I read this page about the sisters leaving for the ball telling me I have to clean, I would read it like this \_\_\_\_\_\_\_\_\_ (read with appropriate sad tone).  On the next page the fairy Godmother says \_\_\_\_\_\_\_\_\_ (read with appropriate encouraging mystical tone). See I can sound like my character! |
| ***Active Involvement:***  Here, you try it,remember this page in the book Goldilocks and the Three Bears? When the bears come home to find that someone has been in their porridge, papa bear says in his deep voice: Who’s been eating my porridge? Now you say it, students echo \_\_\_\_\_\_\_\_\_\_\_\_\_. Then mama bear says in her middle sized voice: Who’s been eating my porridge? Then baby bear says (in his wee tiny voice): Someone’s been eating my porridge and they ate it all up. |
| ***Link:***  Remember today and every day when you are reading, to put yourself in your character’s shoes and sound like your character. |
| **Mid-Workshop Teaching Point:**  Remember during our sharing time we will bring a book that we are reading and sound like your character! |
| **Share:** |

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| **Unit 7 Mini Lesson 3** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers Can Become Actors Too: Stepping into a Character’s Shoes-Literally! |
| **Teaching point:** | Good readers interpret characters feelings by trying on different voices and emotions and seeing which one fits. (p. 120) |
| **Catchy phrase:** | Try on different emotions ‘til you find one that fits! |
| **Text:** | Little Red Riding Hood, Alexander and the Terrible, Horrible, No Good, Very Bad Day (or any other appropriate books) |
| **Chart:** |  |
| **Standard:** | 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.   2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we sounded like our characters by making facial expressions and talking like they are feeling. Today I want to show you how to try on different emotions ‘til you find one that fits! |
| ***Teach:***  When I am reading the book Little Red Riding Hood, I put myself in the wolf’s shoes. First his job is to be the mean, bad wolf in the dangerous forest, looking for food. However, when he meets Little Red Riding Hood, he wants to trick her into thinking he is a nice wolf that won’t do her any harm, so he nicely asks “Where are you going little girl?” When she explains that she is going to take cookies to her grandmother he further tries to act nice by saying “Hurry on to your grandmother’s house” (in order for her to be safe from the forest). However, in reality, the wolf wants her to go to her grandmother’s so that he can pretend to be her grandmother and eat Little Red Riding Hood up! In order to see both sides of how the wolf is feeling, we try on different emotions ‘til we find one that fits! |
| ***Active Involvement:***  Here, you try it. Remember the book Alexander and the Terrible, Horrible, No Good, Very Bad Day? Alexander looks angry and upset because things keep going wrong for him one particular day. First he doesn’t get to sit where he wants to in the car on the way to school, then his “best friend” found another “best friend.” In the picture, Alexander looks like he has an angry look on his face. Right now think, ‘What’s Alexander thinking inside his head?’ Partner 1, you be Alexander and say those feelings aloud to partner 2. On the flip side, however, Alexander may not be angry at all, he many just feel sad and lonely. After all, Alexander’s best friend just told him that he had a new best friend. His facial expression could also be reflecting sadness, not anger. Now think, ‘What’s Alexander thinking inside his head? Partner 2, you be Alexander and say those feelings aloud to partner 1. |
| ***Link:***  Remember today and every day when you are reading, to try on different emotions ‘til you find one that fits! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

**Unit 7 Mini Lesson 4**

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers Can Become Actors Too: Stepping into a Character’s Shoes-Literally! |
| **Teaching point:** | Good readers change their voice by noticing when a character’s feelings change (p. 120) |
| **Catchy phrase:** | When feelings change, we change too! |
| **Text:** | Friendship According to Humphrey by Betty G. Birney and big book, Fix it by David McPhail (or any other read aloud books done in class this year) |
| **Chart:** | Feelings and Gestures |
| **Standard:** | 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  You are all so good at becoming the character as you read! That’s great because this month we are going to be reading every story as if we are the characters in that story. We are going to be actors! |
| ***Teach:***  This means we are going to be stepping into the character’s shoes. We are going to think, “Hmmm…I bet she’s really mad now” and we’ll furrow our brows or frown with our mouths or clinch our teeth together as we read. Then on the next page the same character may be scared. We may cower or drop our heads slightly and have a worried look on our faces as we read. When feelings change, we change too. Let me show you how to do this. (Teacher reads a portion of the book, Friendship, According to Humphrey when Humphrey is scared and then relieved and models how to use body gestures to show these emotions.) |
| ***Active Involvement:***  Now you try it. (Have students read the page where Emma is sad about the TV not working and then have them read the part where Emma is satisfied just reading a book.) On the last page, Emma is not talking, but we know how she is feeling. We can still make our voices and bodies match how Emma is feeling as we read the words. |
| ***Link:***  Remember as we read our books we notice when feelings change and we change too! Continue practicing this today for every book you read. |
| **Mid-Workshop Teaching Point:**  Use post-its to keep track of your thinking. Write a note when you notice the character’s feelings changing. |
| **Share:**  *Have a couple of students share what they noticed.* |

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| **Unit 7 Mini Lesson 5** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers Can Become Actors Too: Stepping into a Character’s Shoes-Literally! |
| **Teaching point:** | Good readers analyze how their character is feeling by marking the places in their books where the characters have a strong feeling (p. 121) |
| **Catchy phrase:** | Intense feelings mean mark it, mark it, mark it in your book! |
| **Text:** | The True Story of the Three Little Pigs by Jon Scienska |
| **Chart:** | None BUT SEE PICTURE AT BOTTOM TO SHOW STUDENTS |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we talked about changing our voices if a character has different feelings. Today I want you to mark in your book with a post it when you realize that the characters have especially intense feelings. |
| ***Teach:***  In the story The True Story of the Three Little Pigs, I can see that the wolf gets frustrated a little more each time one of the pigs will not let lend him a cup of sugar for his old grannies cake. His frustration becomes very intense as the story progresses. Finally he explodes when the pig says and your old grannie can go sit on a pin. That part is especially important to mark with a post it. That way you will remember to share it with your partner. That part is where the wolf’s feelings become intense. |
| ***Active Involvement:***  Today as you go and read I want you to look for characters who have intense emotions. Mark where you think they have an intense change in feeling. |
| ***Link:***  Remember today and every day when you are reading, intense feelings mean mark it, mark it, mark it in your book! |
| **Mid-Workshop Teaching Point:**  Ask students if anyone has found a character with intense feelings. Have students show where they marked it and what they are going to share with their partner. |
| **Share:**  *Picture from below* |



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| **Unit 7 Mini Lesson 6** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers Can Become Actors Too: Stepping into a Character’s Shoes-Literally! |
| **Teaching point:** | Good readers use precise words to describe how characters react to challenges they face by carefully considering the situation.(p. 121) |
| **Catchy phrase:** | When something big happens, a character looks and sounds different! |
| **Text:** | Friendship According to Humphrey by Betty G. Birney and big book, Fix it by David McPhail (or any other read aloud books done in class this year) |
| **Chart:** | Feelings and Gestures |
| **Standard:** | 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday you noticed when characters in your stories have intense feelings. You marked down what you noticed. A good actor always notices when the characters they portray have such intense feelings. |
| ***Teach:***  Today as we read, we’ll pay ever *closer* attention to the things that cause the character to have a strong reaction. We will ask ourselves, “What is \_\_\_ thinking right now about what just happened?” “How does \_\_\_ feel about what is happening in this part?” “What might the character be doing with his/her body in this part?” When we understand what the character must be feeling, we can use our body to act it out as we read, using our voices, our facial expressions, our shoulders, arms, hands, or feet. |
| ***Active Involvement:***  Let’s try it right now! (THE FOLLOWING CAN BE MADE TO FIT ANY BOOK THAT IS FAMILIAR TO YOUR STUDENTS WHERE A CHARACTER OR CHARACTERS HAVE INTENSE EMOTIONS. (Reread the part on page \_\_\_ of Friendship According to Humphrey, where two best friends, Heidi and Gail are arguing over a game.) As I read, I want you to pretend to be Heidi. Think about what she is feeling and use your body to show those feelings. What was she feeling? Let’s write those feelings on our chart. What gestures did you use to show how she was feeling? Let’s add those to the chart too. Now listen again. This time I want you to pretend to be Gail. Let’s do the same thing. |
| ***Link:***  When you read today, try to imagine what the character in your book is feeling and what they must look like as different events happen to him/her. Practice reading part of the book aloud and make your body match the feelings of the character when you act! |
| **Mid-Workshop Teaching Point:**  Actors keep notes, jot it down. Remember to notice what happens to the character that causes him/her to have a strong reaction. |
| **Share:**  *At the end of workshop, ask students to pair share what they noticed as you listen in.* |

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| **Unit 7 Mini Lesson 7** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers Can Become Actors Too: Stepping into a Character’s Shoes-Literally! |
| **Teaching point:** | Partners predict what may happen next by thinking about what they know about their characters (p. 122) |
| **Catchy phrase:** | Use what you know to predict what will happen. |
| **Text:** | Tell The Truth B.B. Wolf by Judy Sierra |
| **Chart:** | **See pictures of characters below to cut out and to use as finger puppets.** |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  We have been analyzing characters by paying attention to their emotions and major events or challenges that they face. Today I am going to teach you how you can predict with a partner what a character might do next based on what you both know about that specific character. |
| ***Teach:***  You and your partner can predict together what may happen based on what you know to this point. You can imagine in your head a conversation between two characters or you can use finger-puppets. Today I am going to give you questions using finger-puppets to make predictions. Teacher says, “Your right finger puppet are the three little pigs, tell B.B. wolf, - your left finger puppet-Tell the truth B.B. wolf.” Now I am B.B. wolf and I have to choose to continue my false story or change it to tell the truth. What will I do? What am I thinking? |
| ***Active Involvement:***  Today as you go and read I want you to act out parts of the story where you might make a prediction. You can do it in your head, out loud with your finger puppets or with your partner. |
| ***Link:***  Remember to use the questions to guide your predictions and that acting out scenes will help you make better predictions. |
| **Mid-Workshop Teaching Point:**  Ask students if anyone has made a prediction that they want to share using their finger puppets. |
| **Share:** |

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| **Unit 7 Mini Lesson 8** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Directing Ourselves and Our Club Mates |
| **Teaching point:** | Good readers understand the narrator’s/director’s role in a story by seeing the big picture (actions & feelings of all characters/setting)  (p. 122-3) |
| **Catchy phrase:** | Directors see the big picture! |
| **Text:** | Goldilocks and the Three Bears |
| **Chart:** |  |
| **Standard:** | 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  We have been practicing using our bodies and voices to step into the characters’ shoes. We’ve noticed how characters react to big events in our stories. Now we are going to look at the big picture, just like directors do when they direct a movie. |
| ***Teach:***  Readers, you know how there’s a big ceremony each year that gives out prizes to people who  work in movies?” you might say. “Have you ever noticed how the director (that’s the person who guides all the actors and camera people) gets his or her prize toward the end of the Oscars? That’s because being a director is a really, really big job. So winning best director is a huge deal. Directors have to understand not just how *one* character feels but how *all* the characters feel. Directors have to understand the setting, too, and the sound and visual effects, and how the plot twists and turns, and the ways in which all these different components come together. Directors have to see the big picture.”  (Pause for a moment to let this sink in. Then issue an invitation): “Do you know what I think? I think all of you are ready to be directors. I’ve watched you these past days and noticed how, even as you’re deep into the role of the bully, you’re able to step back and say to your partner, ‘I think she’s more scared than that. Try putting your hands over your eyes and shaking a little.’ That’s directing! You’re noticing not only how different characters feel but also how they might move their bodies and say their lines—and then you’re giving each other little directions or cues. For the next week or so, we’re each going to have a turn doing more of this big-picture work.” |
| ***Active Involvement:***  Let’s try it right now! Think about the part where Goldilocks tries out the chairs in the story, Goldilocks and the Three Bears . Turn to a neighbor and tell them what you should see Goldilocks doing and saying in that scene as she tries out Papa Bear’s chair first. (Let students practice.) Now do the same thing for when Goldilocks is trying out Mama Bear’s chair. (Again, pause for practice.) Finally talk to your neighbor about what happens when Goldilocks sits in Baby Bear’s chair. What will she do? What will she say? |
| ***Link:***  Today and every day, think like a director as you read your stories. Remember, directors see the big picture! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 7 Mini Lesson 9** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Directing Ourselves and Our Club Mates |
| **Teaching point:** | Good readers don’t just identify a character’s feelings but understand them by asking why? (What was their motivation) (p.123) |
| **Catchy phrase:** | How do I know how the character feels? |
| **Text:** | Junie B. Jones First Grader (at last!) (or another other appropriate text) |
| **Chart:** | T-Chart or Venn Diagram with Feelings v. Traits (to show the difference between the two), Various trait charts on a particular character |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we talked about how a director in a movie sees the big picture. Seeing the big picture requires looking into each character and trying to understand why they feel and act the way they do. Today, we are going to talk about how we identify someone’s feelings by asking ourselves why? As we read let’s ask ourselves, How do I know how the character feels? Today we are going to look at not only *what* and *why* but also *how* a character does these things. |
| ***Teach:***  When I am reading about Junie B. and her first day of first grade, I have to remind myself that there are reasons behind the things that she does. She doesn’t just decide to do something; she has feelings attached to her actions. For example, when Junie B. meets up with her good friend Lucille from the previous school year on the first day of first grade, she expects that they are going to be best friends. Upon seeing Lucille, Junie B. appears to be excited as her eyes are open wide and she has a big smile on her face. She even invites Lucille to sit beside her at a desk. However, later in the story, Lucille tells Junie B. that she has “new best friends” (that do not include Junie B.). If we think about how Junie B. is feeling, we can guess that she is hurt, sad, lonely, and maybe even jealous. What will help clue us in to her true feelings are her facial expressions and gestures. If she begins crying, we know she is sad. If she begins yelling at Lucille, we know she is angry. Let’s look at the next scene in the book and try to see if we can ask ourselves, How do I know how the character feels? |
| ***Active Involvement:***  Now you try it. In another scene, Junie B. is riding the bus home from school. An old bus friend, Grace, from the previous year is already sitting on the bus. (Junie B. and Grace rode the bus home together every single day in kindergarten). Now, when Junie B. sees Grace on the bus, she is not only sitting with another girl, however, she tells Junie B. that she promised Bobbi Jean Piper she would sit with her today. Further, when Junie B. told Grace that they sat together every day the last year, the bus driver told Junie B. to sit down. Grace then pointed and grinned while saying “you got yelled at” in a mean tone as if to be making fun of Junie B. Junie B. made a “scary face” and said “Grr, Bobbi Jean Piper.” Turn to your partner and tell how you know how Junie B. feels, using the following sentence frame: Junie B. (or another character) feels \_\_\_\_\_\_\_\_\_\_\_\_\_\_ because she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| ***Link:***  Remember today and every day when you are reading to think, How do I know how the character feels? |
| **Mid-Workshop Teaching Point:**   * + Don’t forget to go back to the text and cite your evidence |
| **Share:** |

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| **Unit 7 Mini Lesson 10** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Directing Ourselves and Our Club Mates |
| **Teaching point:** | Good readers understand the character by paying attention to how a character acts (clues in the text, gestures, actions, words, etc.) (p.123) |
| **Catchy phrase:** | Clues, actions, words and gestures! |
| **Text:** | The Gingerbread Man |
| **Chart:** | T-Chart or Venn Diagram with \_\_\_\_\_\_(to show the difference between the two), |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we talked about how we identify someone’s feelings by asking ourselves, “How do I know how the character feels?” Today we are going to pay attention to why a character does things, but also to how the character does these things. Good Readers understand their character by paying attention to how a character acts. Clues, actions, words, and gestures! |
| ***Teach:***  When I read the pat in the story that the fox offered to carry the Gingerbread Man across the river, I thought to myself, “That was really nice of him.” However, at the end of the story, I was surprised that the fox ate the Gingerbread Man and I felt like the fox was sneaky, mean, and smart. I told myself, “He must have been hungry”.  I know that good readers understand a character by paying attention to how a character acts. So, I thought about what he did in order to eat the Gingerbread Man. Clues, actions, words, and gestures! I thought, “He probably kept getting the Gingerbread Man wet on purpose so he would eventually climb up on his nose, and then could easily be eaten” . I felt it was sneaky of the fox to get the Gingerbread Man wet so he would be afraid. Also, I thought of the words he used about getting onto his head and then nose. I thought his actions about getting the Gingerbread Man close to his nose was smart so he could easily toss the Gingerbread Man up in the air and then eat him. Let’s look at a character in The Three Little Pigs. In this story, the wolf also tries to eat something. Let’s look at the clues, actions, words and gestures of the wolf. We know that good readers understand a character by paying attention to how a character acts. |
| ***Active Involvement:***  Now you try it. All the pigs are at the third pigs house. The wolf wants to eat the three little pigs.  Turn to your partner and tell what the wolf does to try and eat the pigs, using the following sentence frame:  The wolf tries to eat the pigs by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. He also tries by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Remember, clues, actions, words, and gestures! |
| ***Link:***  Today and every day when you are reading ask yourself, “Why did the character do that and how did he do it?” Remember, good readers understand a character by paying attention to how a character acts. |
| **Mid-Workshop Teaching Point:**   * + Don’t forget to go back to the text and cite your evidence |
| **Share:** |

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| **Unit 7 Mini Lesson 11** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Directing Ourselves and Our Club Mates |
| **Teaching point:** | Good Readers understand there is a difference between traits and feelings by looking for patterns of behavior. |
| **Catchy phrase:** | Patterns in actions are traits |
| **Text:** | Rumplestiltskin’s Daughter by Diane Stanley |
| **Chart:** | Feeling and Trait chart |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  “May I help you?” “Thank you for helping me.” “Here, you dropped this”. When people do things for other people, it does not necessarily mean they are feeling kind. However, what they are doing is kind. Kindness is a character trait.  Yesterday we talked about how good readers understand a character by paying attention to how a character acts. Today we are going to talk about character traits. Good readers understand there is a difference between traits and feelings by looking for patterns of behavior. Patterns in actions are traits. |
| ***Teach:***  Not everyone understands characters the same way. We have different ideas about why a character feels a certain way or how that character acts. When readers see a pattern in the book in the way a character acts, we can say that it is a trait of that character. Good readers understand there is a difference between traits and feelings by looking for patterns of behavior.  Let’s look at this t-chart and write some feelings that people and animals have. Now, let’s talk about some things characters do that are considered traits. For example, a character does not feel kind, but acts in ways that show he/she is kind. (Teacher writes character traits on the chart.)  In the story, Rumpstiltskin’s Daughter, the king was greedy. The author told us he was greedy in words and in the king’s actions. We know he threatened the girl’s mom that if she didn’t spin the straw into gold she would die. Also, he kept wanting more gold and was not satisfied with such things as having more food such as wheat. Remember, good readers understand there is a difference between traits and feelings by looking for patterns of behavior. |
| ***Active Involvement:***  Now let’s talk about some of Rumplestiltskin’s daughter’s character traits. Turn to your partner and tell him/her some traits she has. Use the following sentence frame: She is \_\_\_\_\_\_\_\_\_ because she \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Also, she is \_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Remember, patterns in actions are traits. |
| ***Link:***  Today and every day when you are reading ask yourself, “What traits does this character have and what did she/he do that shows that is a trait?” Remember, good readers understand there is a difference between traits and feelings by looking for patterns of behavior. |
| **Mid-Workshop Teaching Point:**   * + Don’t forget to go back to the text and cite your evidence |
| **Share:** |

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| **Unit 7 Mini Lesson 12** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | As Readers Get to Know Characters Better, We Discover Predictable Roles They Play: Understanding the Villain, the Hero, and Everyone in Between |
| **Teaching point:** | Good readers understand that there are different personality types in stories by noticing them in the world (villain, hero, side kick, trickster, etc.). (p. 124) 2.RML.7-12 |
| **Catchy phrase:** | What are the archetypes? |
| **Text:** | Any fairy tale or folk tale |
| **Chart:** | Archetype roles and movies/books |
| **Standard:** | 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Remember when we talked about traits and feelings that characters have. Today we are going to talk about how some traits can be shown by more than one character across stories. |
| ***Teach:***  For example, when we watch some movies, there are always characters with similar traits, like they all come from the same mold. These molds are called archetypes. What are the archetypes? There is always a hero or heroine, a bad guy or villain, a sidekick or helper. Let’s think about a movie you know: Cinderella. What are the archetypes in Cinderella? The heroine is Cinderella, the villain is the Evil Step-Mother, the sidekicks are the mice and the wise adviser is the Fairy Godmother. Books are just like movies. They have archetypes. These are characters that have the same traits and play similar roles. What are the archetypes? (Teacher fills in the chart as he/she explains) |
| ***Active Involvement:***  Turn to your partner. Partner A tell Partner B: What is the archetype of Marlin, Nemo’s Dad in Finding Nemo? Partner B tell Partner A: What is the archetype of the girl or humans in Finding Nemo? What is the archetype of Crush, the turtle in Finding Nemo? What is the archetype of Dory in Finding Nemo? (Repeat same process with a book that the class is familiar with.) |
| ***Link:***  Today and every day ask yourself What is the archetype of this character? Go read your books and find examples of different archetypes to share. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Students will share the heroes, heroines, villains, wise advisers and sidekicks they have found in their stories. |

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| **Unit 7 Mini Lesson 13** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | As Readers Get to Know Characters Better, We Discover Predictable Roles They Play: Understanding the Villain, the Hero, and Everyone in Between |
| **Teaching point:** | Good readers think about what it means to be one kind of character or another by observing their typical patterns of behavior. (p. 125) 2.RML.7-13 |
| **Catchy phrase:** | What’s the batter? What’s the decoration? |
| **Text:** | Fairy tales or fables |
| **Chart:** |  |
| **Standard:** | 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we were talking about archetypes. We saw how they are like molds. Like the ones we use to make cupcakes. |
| ***Teach:***  The cupcakes have the same shape, but each one can have different filing or a different topping, even if you use the same batter. The shape and the batter are the archetypes. The decoration is what is specific to each character. The girl and the evil stepmother both have the same batter, they are both villains. They are both vanilla batter, but they are decorated differently. They have different characteristics. |
| ***Active Involvement:***  Think about the archetypes we talked about yesterday. Let’s look at that chart. Talk to your partner about how the little girl is different from the evil step-mother. (Do this with the villains, wise adviser and sidekick too) |
| ***Link:***  Today and every day when you read your books, ask yourself, What are the archetypes? How are they different from each other? What is the batter? What is the decoration? |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Come to the carpet and share your cupcakes. |

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| **Unit 7 Mini Lesson 14** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | As Readers Get to Know Characters Better, We Discover Predictable Roles They Play: Understanding the Villain, the Hero, and Everyone in Between |
| **Teaching point:** | Good Readers can predict what is going to happen by thinking about the role the character plays. |
| **Catchy phrase:** | What and Why? |
| **Text:** | Fairy tales or fables (example: Rumplestiltskin’s Daughter by Diane Stanley) |
| **Chart:** |  |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we talked about how good readers think about the behaviors a character has and what kind of character they are. For example, there are villains, sidekicks, heroes, trickster, and troublemakers.  Today, as we pay attention to the characters in our books, we are going to do some predicting. Good readers can predict what is going to happen by thinking about the role the character plays. We are going to be asking, “What and Why?” |
| ***Teach:***  Think about Rumplestiltskin’s daughter and ask yourself, “Is she good or bad?” I think even though she was a trickster and deceived the king by telling him she knew how her grandfather made gold, she was good because she helped the people have some extra money to buy things and they needed. Also, she helped the king because the land prospered, the people were healthy, and the king became a hero.  When the king told her that she was mistaken and that wheat was food and not gold, I predicted that she would trick the king again and it would help the people as well as the king. I asked myself, “Why is this happening? What will happen next?” |
| ***Active Involvement:***  Now it’s your turn. As I read this passage (teacher reads the page about the king and daughter hiring grannies to knit gold), predict what is going to happen. Remember, good readers can predict what is going to happen by thinking about the role the character plays. Ask yourself, “Why is this happening and what will happen next?”  Now turn to your partner and tell him/her your prediction. Use the following sentence frame: I think \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Remember, “What and Why?” |
| ***Link:***  Today and every day when you are reading, predict what is going to happen by thinking about the role the character plays. |
| **Mid-Workshop Teaching Point:**   * + Don’t forget to go back to the text and cite your evidence |
| **Share:** |

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| **Unit 7 Mini Lesson 15** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | As Readers Get to Know Characters Better, We Discover Predictable Roles They Play: Understanding the Villain, the Hero, and Everyone in Between |
| **Teaching point:** | Good readers understand the story better by considering whether the main character in the story is the one teaching or learning the lesson. |
| **Catchy phrase:** | “Whose lesson is it anyway?” |
| **Text:** | Fairy tales or fables (example: The Little Red Hen, Miss Rumphius- Barbara Clooney, The Sweetest Fig- Chris Van Allsburg) |
| **Chart:** | Cause and effect chart |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we talked about how good readers can predict what is going to happen by thinking about the role the character plays. We asked ourselves, “What and Why?” to help us think through what might happen next in our stories.  Many of our books have morals or lessons. Sometimes the lessons are for the main character, and sometimes, the main character is teaching the lesson to someone else, usually us! By figuring out who the lesson is for, we can understand the story more deeply. Today, as we read our books, we will focus on the lesson or the moral of the story and figure out who is learning the lesson. We’ll ask ourselves “Whose lesson is it anyway?” |
| ***Teach:***  This past week we read two stories we are going to talk about today, *The Little Red Hen*, which is an old favorite! And *Miss Rumphius* which was a new story to most of us. I’m going to use Miss Rumphius to show you how good readers think about “Whose lesson is it anyway?” A good way to figure this out is to ask ourselves “Did the main character do something that made the other characters change their minds or learn a lesson? Or did something happen to make the main character learn a lesson and change the way they were thinking.”  I ask myself:  Who is the main character?  What is the lesson of the story?  Whose thinking changed?  Let me show you how this works. I’m going to think aloud through the process for you.  *Teacher uses the examples below to think aloud*   * “Who is the main character?” Miss Rumphius   Did the main character do something that made the other characters change their minds or learn a lesson? Or did something happen to make the main character learn a lesson and change the way they were thinking.   * “What is the lesson of the story?” the lesson is that it is very important for every person to make the world a prettier or better place.   Now, I ask myself,   * “Whose thinking changed? Mine did! She made me think of some ways I could make the world a more beautiful place.   She changed my thinking and she changed the thinking of the others in the story, so, she taught the lesson. And I learned it! It was my lesson!  Good readers understand the story more deeply when they figure out “Whose lesson is it anyway?” |
| ***Active Involvement:***  Now it’s your turn. We are going to use one of our favorite books *The Little Red Hen.* I’m glad you are all sitting by your reading partners. Partner A, you are going to ask the first question and partner B you are going to respond with a complete sentence. *Teacher: give students some private think time for each of the questions. You may state:* Let’s think, “who is the main character?” Just think quietly to yourselves first… (then the same for the final two prompts).   1. A: Who is the main character?   B: The Little Red Hen is the main character (or The main character is the Little Red Hen)  *Private think time*   1. B: What is the lesson of the Story?   A: Hard work pays off is the lesson of the story  *Private think time*   1. A: Whose thinking changed at the end?   B: It was the animals lesson, they didn’t work hard, so they didn’t get any bread. |
| ***Link:***  Remember, today and whenever you are reading a story that has a lesson, that good readers understand the story better by considering whether the main character in the story is the one teaching or learning the lesson. “Whose lesson is it anyway?” |
| **Mid-Workshop Teaching Point:**  Are you thinking about the lesson of the story? Whose thinking is changing? You can jot down a couple of your ideas on a sticky note to remember! |
| **Share:** |

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| **Unit 7 Mini Lesson 16** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | As Readers Get to Know Characters Better, We Discover Predictable Roles They Play: Understanding the Villain, the Hero, and Everyone in Between |
| **Teaching point:** | Good readers notice that there are plot structures, character types and lessons in any story by attending to the similarities between classic tales and modern stories. (p. 126) 2.RML.7-16 |
| **Catchy phrase:** | What’s the batter? What’s the decoration? |
| **Text:** | Little Red Riding Hood, Three Little Pigs, Three Little Dassies by Jan Brett, Big and Bad by Delessert (any variation of an old classic fairy tale) |
| **Chart:** | Box and T-Chart (Compare and Contrast) |
| **Standard:** | 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  We have become experts on becoming our characters in the fairy tales and folk tales we read. Today, we are going to recognize that some of these famous characters appear over and over again…even in new stories! I love reading fairy tales, and in every fairy tale I notice that there is always a good guy and a bad guy. Just like in Little Red Riding Hood and Three Little Pigs there are good guys, the pigs and Red Riding Hood, and the bad guy is a wolf. Two different stories, but same villain. Good readers notice similarities between classic tales and modern stories. |
| ***Teach:***  Today we are going to notice how the same characters that play similar roles will pop up again and again. Not only in these older tales, but in modern stories too! In Little Red Riding Hood and The Three Little Pigs, the wolf is the bad guy who tries to trick and eat them. Yesterday we read The Three Little Dassies which is a newer story. In this story there was no bad wolf and no little piggies, but there were still good and bad guys. As we read, we noticed several similarities between the two stories. Good readers notice similarities between classic tales and modern stories. The Three Little Pigs is a classic, or an older story, and the Three Little Dassies is a newer story. Today we are going to study the similarities between these two stories, paying close attention to the characters that play similar roles. |
| ***Active Involvement:***  Good readers notice similarities between classic tales and modern stories. Today we are going to make a box and t-chart to compare and contrast the two versions of this story. Let’s do a quick picture walk of these two stories. As I read, I want you be thinking about things that are the same, and things that may be different. Keep those thought in your mind because you will be sharing your thoughts with a partner. Here we go! (Flip through pages of both books).  Now that both stories are fresh in your mind, turn and tell you partner one similarity that you noticed. (Students turn and talk while teacher listens in to see who they should call on to share out). I heard \_\_\_\_\_ talking to their partner about \_\_\_\_\_\_. Let’s add it to our chart! (Accept and record several other suggestions, then repeat for differences.) Wow! Look at our chart! We came up with so many similarities and differences! Good readers notice similarities between classic tales and modern stories. We did a great job noticing the similarities in these two books. |
| ***Link:***  Now it’s your turn. You and a partner will choose a fairy tale or folk tale from your book bag and see if you can find characters that play similar roles that pop up again and again. Good readers notice similarities between classic tales and modern stories. See if you can do that with your books today. |
| **Mid-Workshop Teaching Point:**  *(Teacher walks around to see who has found a good example.) Has anyone found any similarities? I am going to be looking for a good example to share with the class…* |
| **Share:**  (Students share out examples of characters that play similar roles and appear again and again.) |

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| **Unit 7 Mini Lesson 17** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers recognize the morals, lessons, and author’s purpose that stories convey. |
| **Teaching point:** | Good readers learn life lessons by learning side by side with the characters in their story. (p. 127) 2.RML.7-17 |
| **Catchy phrase:** | What does this mean for my life? –or- What lesson did I learn? |
| **Text:** | Various versions of Three Little Pigs, Three Little Dassies by Jan Brett, Little Red Riding Hood |
| **Chart:** |  |
| **Standard:** | 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  We have learned a lot about our characters, but as we are leaning about them, they are learning too! Our characters are learning important lessons about life, and they can teach us many things! Good readers learn life lessons by learning side by side with the characters in their story. Today we are going to do exactly that! |
| ***Teach:***  In the stories of Three Little Pigs and Three Little Dassies I learned that when you move to a new home, it is important to find a safe place to live. In both stories some of the characters were eaten or chased away by the bad guy! Only the character with the strong house was safe. I learned that lesson just like the characters in the story did. I also learned that you should protect yourself and your family from bad guys by building a strong house, because in each of these stories the bad guy could wreck the houses that were made of straw or sticks. The bad guy couldn’t destroy the stone and brick houses, so the characters were safe! I learned that lesson just like the characters in the story did. Another thing I learned was that a good fire in the fireplace can stop the bad guys, because both the eagle and wolf were sent packing by the fire and soot! You see, I learned that lesson just like the characters in the story did. Good readers learn life lessons by learning side by side with the characters in their story. |
| ***Active Involvement:***  Remember when we read Little Red Riding Hood? (Show the book.) What can we learn from Little Red Riding Hood? Let’s do a quick picture walk and see if we can learn what Little Red Riding Hood learned because good readers learn life lessons by learning side by side with the characters in their story. I want you be thinking about the lessons that the characters learn. (Do a picture walk, have them turn and talk with a partner, and share out possible lessons one might learn from this story.) |
| ***Link:***  Now it’s your turn. You and a partner will choose a fairy tale or folk tale from your book bag and see if you can find the lesson or the moral of the story. Remember, good readers learn life lessons by learning side by side with the characters in their story. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  (Students share out examples of lessons learned by characters) |

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| **Unit 7 Mini Lesson 18** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers recognize the morals, lessons, and author’s purpose that stories convey. |
| **Teaching point:** | Good readers learn about morals by noticing similarities and differences in the lessons learned while reading fairy tales and folk tales. (p. 128) 2.RML.7-18 |
| **Catchy phrase:** | This moral is similar/different because \_\_\_\_\_. |
| **Text:** | Various fairy/folk tales. Little Red Riding Hood and Goldilocks and the Three Bears |
| **Chart:** | Box and T-Chart (Compare and Contrast) |
| **Standard:** | 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  We have been learning about the important life lessons or morals that our characters learn in a story. These stories teach us something, and many of the stories teach us the same lesson over and over again, kind of like how similar characters appear over and over again. Today we are going to find similarities and differences in the morals of our stories. Good readers learn about morals by noticing similarities and differences in the lessons learned while reading fairy tales and folk tales. |
| ***Teach:***  In the stories Little Red Riding Hood and Goldilocks and the Three Bears there were problems with strangers and curious little girls. Both of these stories taught the little girls AND us important lessons. In one, the little girl wrecked the strangers stuff, and in the other, the little girl almost gets eaten by a stranger. Both of these stories have a similar lesson to be learned about strangers…don’t talk to strangers and don’t go into strangers homes. Two different stories, one similar message. (Add it to the Box and T-chart)That is going to be our job today. We are going to read different stories with similar lessons and talk about how they are similar and different. We do this because good readers learn about morals by noticing similarities and differences in the lessons learned while reading fairy tales and folk tales. |
| ***Active Involvement:***  Let’s take a peek at Little Red Riding Hood? (Show the book and do a picture walk.) What else can we learn from Little Red Riding Hood besides that she shouldn’t talk to strangers? (Give them a hint about listening to their parents, or accept any appropriate and reasonable response or discussion platform) Hmmm… Keep that in your mind while we do a picture walk of Goldilocks and the Three bears. (Do picture walk) Did you notice any similarities between the lessons they learned? Did Goldilocks listen to her mom? Hmmm, who else didn’t listen to their mom? Is there a similar lesson that both Goldilocks and Little Red Riding Hood learned? Can we learn something from them? Do you think it’s important to listen to the grown-ups at your house? Okay, let’s add what we just learned to our chart. (Continue adding morals to the list: be respectful of others things, lock your door and don’t answer the door for strangers, don’t steal, follow directions etc.) Good readers learn about morals by noticing similarities and differences in the lessons learned while reading fairy tales and folk tales. |
| ***Link:***  Now it’s your turn. In your reading groups today you will choose a fairy tale or folk tale from your book bag and see if you can find two different stories with similar lessons or morals. Remember, good readers learn about morals by noticing similarities and differences in the lessons learned while reading fairy tales and folk tales. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  (Students share out examples of similar lessons learned by characters in multiple books.) |

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| **Unit 7 Mini Lesson 19** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers recognize the morals, lessons, and author’s purpose that stories convey. |
| **Teaching point:** | Good readers explore life morals by comparing modern day takes of classic tales and the different ways in which authors approach them. (p. 128) 2.RML.7-19 |
| **Catchy phrase:** | This moral is similar/different because \_\_\_\_\_. |
| **Text:** | Any 2 variations of Three Little Pigs (Three Little Dassies by Jan Brett, Three Little Javelinas by Susan Lowell, Three Ninja Pigs by Corey Rosen Shwartz, [The Three Little Aliens and the Big Bad Robot](http://www.amazon.com/dp/0375866892/ref=rdr_ext_tmb) by [Margaret McNamara](http://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Margaret%20McNamara)) |
| **Chart:** | Box and T-Chart, journals |
| **Standard:** | 2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  We have been learning about the important life lessons or morals that our characters learn in a story. Today we are going to compare the morals of new and old versions of the same story. We do this because good readers explore life morals by comparing modern day takes of classic tales and the different ways in which authors approach them. Different authors have new and different ways of making an old story seem new! We like reading the original versions, but it’s also cool to read a version that takes place in the world we live in today. |
| ***Teach:***  For instance, let’s look at a new version of The Three Little Pigs. It is called The Three Ninja Pigs…hmmm… I don’t think ninja movies were very popular when the original Three Little Pigs was written, but now there are lots of cool ninja movies on T.V. and in the movie theaters…so this author must have thought, “WOW! What a great way to reinvent an old story!” He probably thought about how awesome it would be for the pigs to be ninja warriors! It makes it so exciting for us to read because it’s a new version of a familiar story. Many authors do this, and today we are going to read some books that put a new spin on old stories. A spin is a fancy way of saying the story was told in a new way. We do this because good readers explore life morals by comparing modern day takes of classic tales and the different ways in which authors approach them. In The Three Ninja Pigs the characters are still pigs and the bad guy is still a wolf. The first two piggies in both stories do not do a very good job and the wolf can still get them. These are similarities. But, there are differences to compare, too. The plan in the Ninja Pigs is to study martial arts to scare the wolf away, instead of building a house. The wolf doesn’t get burned in the chimney, but rather he gets intimidated by the third pigs’ superior ninja skills. Also, the original Three Little Pigs were all boys, and in this story there is a girl pig…and she gets to be the hero! |
| ***Active Involvement:***  Let’s do a picture walk of another version called Three Little Aliens and the Big Bad Robot. We have spent a lot of time reading the original Three Little Pigs, so I want you to keep that version of the story in the back of your mind as I flip through this new book for you. (Flip though pictures.) Keep in mind similarities and differences as I turn the pages. Talk to your partner about what you found. How did the author tell the old story in a new way? (Teacher records student observations onto the chart, reiterating the similarities and differences the students noticed.) Good readers explore life morals by comparing modern day takes of classic tales and the different ways in which authors approach them. |
| ***Link:***  Now it’s your turn. In your reading groups today you will choose a fairy tale or folk tale from your book bag and see if you can find a new version of an old story to read to your partner. Be thinking about what the author did to change it and make it new and exciting. You are going to make a mini version of the Box and T-Chart in your journal. You can record similarities and differences of the old and new versions of the story. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  (Pairs of students share their charts from their journals with other pairs of students, adding new ideas gained in the sharing.) |

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| **Unit 7 Mini Lesson 20** |

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| **Unit of Study:** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |
| **Goal:** | Readers recognize the morals, lessons, and author’s purpose that stories convey. |
| **Teaching point:** | Good readers develop a deeper understanding of books by rereading them (p. 129) 2.RML.7-20 |
| **Catchy phrase:** | Reread to think deeper! |
| **Text:** | One unfamiliar, unknown book (Where’s the Big Bad Wolf by Eileen Christelow) |
| **Chart:** |  |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  As we wrap up this unit, we are ready to do deep thinking about the books we read. We do this by reading and then rereading books to develop a better understanding of the characters and the lessons that these books taught us. Good readers develop a deeper understanding of books by rereading them. |
| ***Teach:***  I want to demonstrate to you a think aloud as I read a book for the first time. Here is a new book, Where’s the Big, Bad Wolf? Watch me as I read a few pages and think aloud about what I am reading. (Read pages 3-5) Hmmm. So far there is a police detective and he has caught the big bad wolf. Watch me as I reread and develop a better understanding of what has happened so far in the story. Good readers develop a deeper understanding of books by rereading them. (Reread pages 3-5.) Wow! I didn’t notice that there was a chicken stuffed in the wolf’s pants. The first time I read it I saw that the wolf promised to be good from now on, and I believed him. Then I read it again and I realized that it says that he just can’t stay out of trouble … and then I noticed the chicken popping out of his pant leg as he was saying I promise to be good. This tells me that he was lying. The first time I didn’t get that, but then I reread and realized that the wolf wasn’t telling the truth. Did you see how I thought deeper by rereading? That’s what good readers do. They develop a deeper understanding of books by rereading them. (Give more examples as needed.) |
| ***Active Involvement:***  (Read and then reread the next few pages and ask the students to talk to their partners about what they picked up on during the reread that they did not notice the first time. Repeat process as needed.) Good readers develop a deeper understanding of books by rereading them. |
| ***Link:***  Today and every day that you read remember to reread to think deeper about your books. Good readers develop a deeper understanding of books by rereading them. |
| **Mid-Workshop Teaching Point:**  (On a sticky note have students record new information that they discover in their second reading.) |
| **Share:**  (Students read their sticky note to other students in the room.) |