**VPS 5th Grade Unit 4 Interpretation Text Sets**

**Below are lesson summaries from** [**http://vancleave.wikispaces.com/Reading+Workshop+-+Interpreting+Text+Sets+and+Writing+Workshop+-+Finishing+up+Historical+Fiction**](http://vancleave.wikispaces.com/Reading%2BWorkshop%2B-%2BInterpreting%2BText%2BSets%2Band%2BWriting%2BWorkshop%2B-%2BFinishing%2Bup%2BHistorical%2BFiction) **.**

**The correlating Vernon Teaching Point is noted on each lesson.**

**VPS, TP 6** Reading Workshop, Unit 6: Interpreting Text Sets (Fifth Grade)

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | 2-11-13 |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Good Stories have more than one idea |
| Connection | You all have watched a tv show or movie and thought, “Oh my goodness, what is going to happen next?” The cool thing is that many of you know what it is like to READ like that – reading at the edge of your seat because you just have to know what the character does next and next…  |
| Teach | Today I want to teach you that good readers know that reading is about much more than finding out what characters do/learn or what the characters/author teaches us. Books are also written to teach us life lessons! Stories are about ideas, and those ideas have the power to teach us life-lessons. We may reconsider stories we’ve lived or read and rethink then in terms of the lessons/ideas they suggest.We keep in mind that good stories are about more than one idea. There may be many possible meanings of a story.Number the Stars is an good example of this…we came up with some ideas/themes including bravery and friendship because we discussed that friends take care of friends, children (in times of war) have to grow up before their time, and although friendship can sometimes be difficult, it’s very worthwhile.  |
| Active Involvement | Turn and talk to your partner/book club about some big ideas you’ve noticed in your book, or in a previous book you’ve read. Jot down the big ideas/themes you’ve come up with. |
| Link | So today and everyday when you are reading, think about the big ideas and meaning behind the stories you read. |
| Mid-Workshop Interruption(not planned) | Remember to jot down some big ideas you’re thinking about in your book club today.  |
| Share(not planned) | Share the big ideas/themes students came up with. |

Materials Needed:

Mentor Texts:

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5. RL.4 I** can explain the meaning of words, phrases and figurative language**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | **VPS TP 2** |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | When Characters Have Strong Emotions |
| Connection | Yesterday we talked about how good stories often have more than one idea. |
| Teach | Today I want to teach you that as a reader, it is especially worth paying attention to moments where characters experience strong emotions or where characters experience strong emotions or where characters make critical choices (big decisions). These are places where we as readers may learn significant lessons.For example…in the book Freedom Summer, the white boy became angry/sad that his friend (who was black) wasn’t able to do the same things as him. We learned that this incident touched him deeply (as it did the reader), because he saw no difference between himself and his friend. It made him clearly aware that there are/were people that view/viewed the world so differently from him, even when there was such hope things would be different.The emotions this character demonstrates helps makes big ideas/life lessons clear (prejudice and the need for fairness). |
| Active Involvement | Turn and talk to your partner/book club about a time when a character had strong emotions (love, anger, sadness, etc.) or made a critical choice and ask yourself, was there anything learned from this moment? |
| Link | So today and everyday when you are reading, think about the emotions and choices your characters make, and how it can teach us about what is going on in their lives. |
| Mid-Workshop Interruption(not planned) | As you read today, really try to think about your characters and how their emotions and choices can tell you about what is going on in their lives.  |
| Share(not planned) | Pick a student to share a time when their character had a strong emotion or made a critical choice. |

**VPS TP 5**

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5. RL.4 I** can explain the meaning of words, phrases and figurative language**5.RL. 9** I can compare stories that deal with similar topics and problems**5.RI.3** I can explain how two or more specific events, ideas, concepts, or individuals are connected**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | 2-13-13 |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Revising Original Ideas |
| Connection | Yesterday we talked about how we can learn a lot about a character when they have strong emotions or make critical choices. |
| Teach | Today I want to teach you that as readers, we revise our original ideas as the story develops. We expect to back up our ideas with evidence from the text, we mark, collect, and think about moments in the text that support our ideas.  |
| Active Involvement | (Think of a book in which you revised your original ideas as an example)Mine is: In the book The Mostly True Stories of Homer P. Figg, we learn Homer lies a lot. At first I thought he liked to lie, but then as I continued to read, I realized Homer had a tough life. His dad was killed by a tree, his mom died of an illness and he was left with his awful uncle Squint. The reason Homer lies could be that he’s had a hard life and lying sounds more interesting and gets him more attention (like when talking to Mr. Bruester) than the truth. I didn’t think he was a bad person, just misguided and lost (he knew what was the right thing to do). |
| Link | So today and everyday when you are reading, think about times/ways that your original ideas have changed as you read more and found evidence that supported new thinking. |
| Mid-Workshop Interruption(not planned) | Remember to notice when your thinking changes as a result of evidence in your reading…what proof supports your beliefs? |
| Share(not planned) | Discuss with your partner/book club any ideas have changed as a result of something you read. |

**VPS TP 7**

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5.RL. 9** I can compare stories that deal with similar topics and problems**5.RI.3** I can explain how two or more specific events, ideas, concepts, or individuals are connected**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | 2-14-13 |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Ideas in more than one Story |
| Connection | Yesterday we talked about how we often revise our original ideas, and how we back up our ideas with evidence (proof) from the text that supports these ideas. |
| Teach | Today I want to teach you that just as stories are about more than one idea, ideas live in more than one story. We can find the same idea across different texts – stories, nonfiction, even our own life stories. Readers begin to compare texts that share similar themes. We often recall books we’ve already read and compare them to new books – both fiction and nonfiction - that seem to deal with similar ideas, issues, or themes. Ex. How is Hatchet like My Side of the Mountain? How are these books they different? |
| Active Involvement | Think of books you’ve read with your students that share a similar theme/idea.Mine is: In Number the Stars and Homer P. Figg, both stories deal with hiding people and transporting oppressed people (Jews and Slaves). Courage and a strong belief in doing what is right are big ideas in these books. Yet, these books are different in that hiding slaves was a side-issue in Homer P. Figg, Homer’s main goal in the story is to find/rescue his brother. In Number the Stars, it is to save friends and Jewish people.  |
| Link | So today and everyday when you are reading, think about the big ideas/themes from books you’ve already read and how they can relate to books you are reading now.  |
| Mid-Workshop Interruption(not planned) | Remember as you read try to compare/contrast different books with similar ideas/themes. This helps create a deeper understanding of these texts by making these connections.  |
| Share(not planned) | Share the comparisons made to other texts. |

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| C.C. Obj./I Can Statement(s) | **5. RL.4 I** can explain the meaning of words, phrases and figurative language**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | 2-15-13 |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Phrases Readers Use  |
| Connection | Yesterday we talked about how we can often find the same idea/theme in books we’ve already read, and we can compare/contrast these ideas. |
| Teach | Today I want to teach you some…Thinking Stems Readers use when Interpreting Books (anchor chart)-Sometimes people…but instead, people should…-I learned from (the character, the event) that in life it is important to…-Even if you…you should…-This story teaches us not only about…but also about…-When I first read the story, I thought it was about…but now that I think deeper about it, I realize that really – it is also about…(you can add to this also if you think of other things) |
| Active Involvement | Model how to use these thinking stems by filling in the blanks above with some examples from read-alouds you’ve had in your class. |
| Link | So today and everyday when you are reading, really think deeply about what you’re reading and you can even use some of these thinking stems to get you going. |
| Mid-Workshop Interruption(not planned) | Remember, reading is also about life lessons, changing your ideas, and growing as a reader! Think deeply as you read. |
| Share(not planned) | Have a few students share their interpretations using some of these thinking stems/phrases. |

Materials Needed:

Mentor Texts:

**VPS TP 7**

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | 2-18-13 |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Stories with same theme still have differences |
| Connection | We have been learning how you can use thinking stems to help you interpret books you’re reading. We have also been identifying big ideas/themes/life lessons…which are really universal themes because they apply to MANY MANY stories and lives all around the world!  |
| Teach | Today I want to teach you that readers realize that while stories may share the same theme, there are still many differences between stories that are worth studying. One difference we may notice is setting – differences in the time and place where the stories happen. Readers understand that these differences affect the meaning. Give an example from texts you have read.  |
| Active Involvement | Turn and talk to your partner/book club about books you’ve read. Jot down similarities/differences.-how did they each resolve a similar issue?-how was the setting (time and place) different?-similar struggles? |
| Link | So today and everyday when you are reading, realize that many stories address some of the same themes but the journeys each character goes on differs. |
| Mid-Workshop Interruption(not planned) | Remember when you are noticing similar themes - don’t forget to notice how they are different as well.  |
| Share(not planned) | Have a few students share differences they’ve noticed in books that share similar themes. |

Materials Needed:

Mentor Texts:

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5. RL.4 I** can explain the meaning of words, phrases and figurative language**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | 2-19-13 |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | You can make charts to show similarities/differences |
| Connection | Remembering books we read awhile can sometimes be challenging. I know I talk to you guys about books we’ve read and sometimes have trouble recalling a name. That’s frustrating when you’re trying to explain your thinking!! |
| Teach | Today I want to teach you that as readers begin to compare texts, we often need to develop a system to help us remember the texts we’ve read. Making charts that list the titles, issues/themes, places/times, and characters can help us to quickly recall texts so that we can move to analyzing them. This supports us as we revisit important parts! We can quickly refresh our memories so we can think about what’s similar, different, and how this affects our ideas.Anchor chart: Model this on chart paper with read-aloud books .Idea: Make copies of the front covers of books you’ve read to display as reminders to students when they refer to previous books read. |
| Active Involvement | Have students create a page in their reading notebook to list the titles, issues/themes, and characters of meaningful books they have read and so they can continue to do this in the future. |
| Link | So today and everyday when you are reading, keep track of these important basics about books you’ve read and it will help you when interpreting and comparing books you’ve read. |
| Mid-Workshop Interruption(not planned) | Pick a student to spotlight for their chart. |
| Share(not planned) | Have students share their charts with reading partner/book club members. |

**VPS TP 9**

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5. RL.4 I** can explain the meaning of words, phrases and figurative language**5.RL. 9** I can compare stories that deal with similar topics and problems**5.RI.3** I can explain how two or more specific events, ideas, concepts, or individuals are connected**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | 2-20-13 |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Analyze similarities/differences in characters |
| Connection | Yesterday we talked about how we can learn a lot about a character when they have strong emotions or make critical choices. |
| Teach | Today I want to teach you that just as we may analyze the differences in settings of stories with a similar theme, good readers also analyze the differences in characters as well. Pay attention to backgrounds, relationships, pressures, perspectives, traits, and how they respond to trouble. We study how these characters affect our ideas about the theme.   |
| Active Involvement | Pick two books you’ve read with similar themes and look at the differences between the characters. Maybe how they respond to trouble or their character traits… |
| Link | Today and everyday that you read, remember to notice differences as well as similarities to characters across books with similar themes. |
| Mid-Workshop Interruption(not planned) | Pick a student to spotlight their ideas about character differences. |
| Share(not planned) | Discuss with your partner/book club any ideas have changed as a result of comparing characters in different books with similar themes. |

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5.RL. 9** I can compare stories that deal with similar topics and problems**5.RI.3** I can explain how two or more specific events, ideas, concepts, or individuals are connected**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | 2-21-13 |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Compare ourselves to characters – change in ourselves |
| Connection | Yesterday we talked about how we can compare differences in characters and how they respond differently to trouble. |
| Teach | Today I want to teach you that we can compare ourselves to the characters we are reading about. Many of you do this all the time. Comparing yourself to characters highlights a powerful truth that just as characters in literature often change in response to trouble, we too can change in response to trouble – we too can change in response to our reading.  |
| Active Involvement | Think of a book you’ve read and model how a character in the book changed you. Perhaps just made you think about the world differently or understand people who are different.Have students turn and talk to their reading partner about a character in a book that changed you in some way.  |
| Link | Today and everyday as you read, realize that reading is powerful stuff! It can open your mind to new ideas and change you forever! Remember, characters in our stories can change how we think, feel, and act in the world! |
| Mid-Workshop Interruption(not planned) | Comparing yourself to a character ties you closer to the book, especially if you try and put yourself “in their shoes”. |
| Share(not planned) | Have students turn and talk with their reading partners or book club to discuss how comparing yourself to a character changed the way you think/feel/or act (without even realizing it, probably!). |

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| C.C. Obj./I Can Statement(s) | **5. RL.4 I** can explain the meaning of words, phrases and figurative language**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | **VPS TP 11** |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Use all your reading practices/skills  |
| Connection | Athletes access all their skills from the moment competition begins (thinking about how to dribble, drills, who is where on the court, how much time is left, where is the ball going, etc). Good readers also have a ton of stuff going on in their heads as they read. |
| Teach | Today I want to teach you that we all access (use) all our reading practices/skills from the moment we start reading. We try to process what is happening in the story and ask ourselves “what is this story going to be about?” And then we keep adding in new information and insights as we read. For example: We recall other stories we’ve read and how they compare to this one. We weigh our own lives/decisions with those that the characters make. We learn life lessons. We know things aren’t always always as they seem and our predictions may be wrong, characters may not be as they seem.  |
| Active Involvement | Have students turn and talk about all the things that go on in their heads as they read. |
| Link | So today and everyday when you are reading, remember that good readers are thinking of many many things as they make sense of the texts that they read.  |
| Mid-Workshop Interruption(not planned) | Just as we learned in a previous lesson, always read with a pencil in hand. Jot down any important thinking as you read. Books can be complicated and taking notes on ideas/reactions as well as plot can be very helpful!  |
| Share(not planned) | Have a few students share some of their “skills” they use when reading/comprehending! |

Materials Needed:

Mentor Texts:

**VPS TP 13/14**

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | 2-25-12 |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Physical objects that are repeated (like a pink cupcake) may act as a symbol for ideas/themes |
| Connection | Some symbols that we read about are quite obvious, other times something ordinary and repeated (maybe not so obvious) turns out to be an important symbol. |
| Teach | Today I want to teach you, as you read, notice symbols that occur in your books. For example, in the book The Other Side, there is a fence. It’s not just a wooden fence, because in this book the main characters are black and white and this fence segregates the town. On a deeper level this fence could exist beyond their yards – it could be a similar object in a different time/place/situation. |
| Active Involvement | Can you recall any symbols from books we’ve read aloud in class? Turn and talk with your partner. |
| Link | So today and everyday as you read, notice the obvious and not so obvious symbols that you encounter as you read. |
| Mid-Workshop Interruption(not planned) | As you are reading an notice a symbol, make a quick sketch and jot down any ideas you have about the symbol. Remember, read with a pencil in hand! |
|  Share(not planned) | Have students turn and talk with a neighbor about a symbol they encountered and what meaning they were able to draw from the symbol. Encourage students to figure out what symbols mean, instead of telling them what they mean. Model possible thinking about symbols, such as “I’m just wondering about that pitcher of water too…have any of you wondered about that?” |

Materials Needed:

Mentor Texts: Other Side, Number the Stars, Tiger Rising (several good examples in these books)

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5. RL.4 I** can explain the meaning of words, phrases and figurative language**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | **VPS TP 15** |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Titles are often symbolic and add to the meaning of a story |
| Connection | Often a moment comes when we are reading and we realize that the title may have significance. It isn’t luck that the author chose a particular title – they do it on purpose. |
| Teach | Today I want to teach you that with titles, sometimes we may realize the meaning towards the end of the story, and sometimes earlier in the story, when we come upon a scene, or a line, that seems to directly or indirectly refer back to the title. Think about Tiger Rising or Number the Stars. For example, in the Tiger Rising – Rob gains courage and comes out from hiding his feeling in – he is a Tiger Rising and he too show us that we can become tigers rising as well. |
| Active Involvement | Have students turn and talk with their book club members/partners about titles they have read and what meaning they gathered from the titles of these books.  |
| Link | So today and everyday when you read, realize the title plays an important role in the overall meaning/theme(s) of the story. Notice it and jot down notes about what you think. |
| Mid-Workshop Interruption(not planned) | As you are reading, think about why the author chose the title they did. Did it tie the whole book together or make things clearer for you? |
| Share(not planned) | Have students share any discoveries they made today as they read. |

Materials Needed:

Mentor Texts:

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5. RL.4 I** can explain the meaning of words, phrases and figurative language**5.RL. 9** I can compare stories that deal with similar topics and problems**5.RI.3** I can explain how two or more specific events, ideas, concepts, or individuals are connected**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | **VPS TP 18** |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Details do matter, working to figure out meaning of unexplained details |
| Connection | As I read aloud to you, have you ever noticed how often I look back or think about to something that happened earlier in the story? Well, authors often use some different techniques to make reading interesting and challenging – almost like a game/puzzle in which you put all the pieces together – and this is why I look/think back over things I’ve already read. |
| Teach | Today I want to teach you some of the techniques authors use to develop and complicate stories:Foreshadowing – clues that something is going to happenRepetition – repeating things over and over that are importantPerspective (POV) – what position or view Flashback – reliving/referring to a past event |
| Active Involvement | All of these writing techniques add to the meaning of the story and are important. Details are important! For example, with Tiger Rising when I read the first chapter I didn’t really get all the things going on with Rob – until later when I recalled/revisited the details I’d read earlier. Then I realized there were many clues about his character, troubles, and potential ideas for the story (wow, some foreshadowing took place!). |
| Link | Today and everyday that you read, make sure to notice the details. Also, pay close attention to details that seem unexplained or random - chances are that you’ll find out later that it does matter ; to the story and what the story may mean or be about. |
| Mid-Workshop Interruption(not planned) | Remember, sometimes you may have some unexplained questions that hopefully will be revealed later on in the story. Push yourselves during book clubs to identify and think about unexplained details and why are they there. |
| Share(not planned) | Turn and talk about the book you’re reading with your book club/reading partner and think of some explained/unexplained details you’ve encountered. |

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5.RL. 9** I can compare stories that deal with similar topics and problems**5.RI.3** I can explain how two or more specific events, ideas, concepts, or individuals are connected**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | **VPS TP 16** |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Readers pay attention to repetition - what is the significant and where is meaning |
| Connection | We talked about repetition and how if something (like an object) is repeated more than once, it’s worth taking a closer look at. |
| Teach | Today I want to teach you that it’s not just objects that may be repeated in texts, sometimes it’s lines or scenes, or moments when things are almost the same but slightly different. |
| Active Involvement | In Number the Stars an actual line is repeated more than once. An alert reader would notice there is probably something significant about the repetition. |
| Link | Today and everyday when you are reading, notice when anything is repeated…this adds to the meaning/theme(s) of the story. |
| Mid-Workshop Interruption(not planned) | As you’re reading, try to find things that repeat themselves in your texts (objects, lines, moments, scenes) and consider the meaning behind these repetitions. |
| Share(not planned) | Have students turn and talk with a partner or book club and discuss meaning behind repetitions that students have encountered during their reading.  |

**VPS TP 19**

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| C.C. Obj./I Can Statement(s) | **5. RL.2** I can use events from the text to identify theme.**5. RL.3** I can find similarities and differences between two or more characters, settings and events.**5. RL.4 I** can explain the meaning of words, phrases and figurative language**5.RF.4** I can read text with purpose and understanding; I can read with accuracy & fluency |
| Date | 3-1-13 |
| Unit of Study | Interpreting Text Sets |
| Teaching Point | Readers analyze characters point of view (POV) to find deeper meaning |
| Connection | This week we have been learning about how symbols, things that are repeated, and titles can add great meaning as you interpret these things.  |
| Teach | Today I want to teach you that it’s important to think about each character’s point of view or perspective as you read. It’s important to consider the significance of the POV and the possible meaning for the story. For example, with many historical fiction texts – the POV is much different from ours – times/circumstances were very different than they are now. Understanding POV can help us understand why characters do/say the things they do. You should also notice who is actually telling the story – narrator or 1st person; how does this influence the description of events? |
| Active Involvement | Put yourself in the shoes of a character in a book you are currently reading. Trying to understand their POV (and if it’s historical fiction – you might even want to do some research to find out what exactly is going on in the world around them) helps readers understand the story better. |
| Link | Today and everyday as you read, remember to think about the POV of different characters to understand them better. |
| Mid-Workshop Interruption(not planned) | As you read, notice how the POV changes the way a story is told or described. For example, whether is person is weathly or poor would make a considerable difference in the way the world is viewed/story is told. |
| Share(not planned) | Have students turn and talk with their book club/partner about a POV they noticed as they were reading. |