

# Reading Workshop Unit of Study: Historical Fiction and Book Clubs 5<sup>th</sup> Grade

Jan. 13-17

## Lesson 1: Constructing the Sense of Another Time

RL.5.3 I can pay particular attention to details about the setting-what the place feels and looks like and how it changes.

### Getting Ready- Do Before

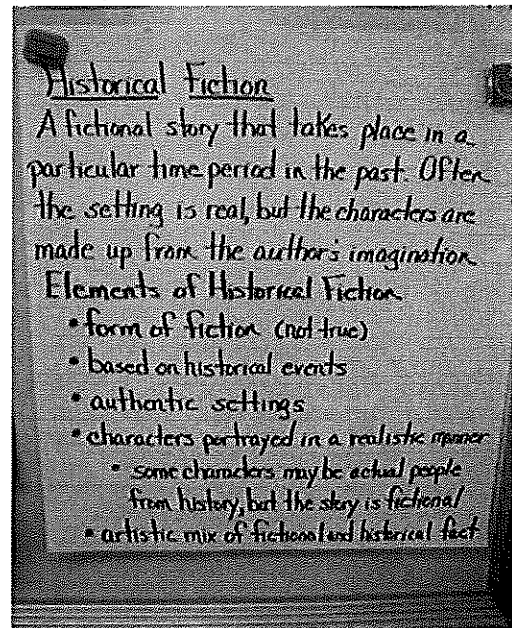
- Story of Rose Blanche:  
<http://www.youtube.com/watch?gl=US&hl=en&client=mv-google&v=cQVgniMcuoE&nomobile=1> or use the book (I have 1 copy on my file cabinet)
- Have students bring pencils and post-its or reader's notebook to carpet for mini-lesson

### Anchor Charts

- 1) What is historical fiction?  
(see pic for ideas)
- 2) Making our way through Historical Fiction (see bolded bullets under teaching point)

### Connection

- Tell how historical fiction can draw you back to that time and make you feel as if you too, lived in these far away places and how we learn what it was like to face the threats that we hope we will never have to encounter in our lifetimes. Tell the students that you want them to get that feeling of being swept away into another time and place by a book as you begin the historical fiction unit.



- Make brief anchor chart:

### Teaching Point:

Readers pay particular attention to details about the setting-what the place feels and looks like and how it changes.

Readers, just like with nonfiction, we need to REV up our minds when we begin historical fiction. In order to get swept away, we need to first prepare our thinking. Before reading any text, it helps to build up our sense of expectation, and to do so, we anticipate the kind of experience we're in for. So, today I want to teach you that to REV up our minds for historical fiction, we need to do a few things. (this could be another good anchor chart)...

**Making our way Through Historical Fiction - see next page for sample**

	<p>anchor chart.</p> <ul style="list-style-type: none"> <li>• First, we need to notice the setting and ask, "What kind of place is this? What does it feel like?"</li> <li>• Then, we need to look for signs that trouble is brewing and ask, "How is the setting changing?"</li> <li>• Third, we need to notice what problems the characters are facing, what their character traits are, and what pressures are on them.</li> <li>• What new understanding and historical information do you have?</li> </ul>
<b>Modeling/Teaching:</b>	<p>Tell the students that you will model how to look for these historical fiction characteristics as you begin <i>Rose Blanche</i>. <b>Begin to read, <i>Rose Blanche</i> (have to watch it on YouTube and pause often).</b> As you read, model by thinking aloud how you notice that this book takes place in a small town in Germany. Everyone seems calm and peaceful. But then...winter is beginning, the trucks arrive, and there are definite signs of trouble brewing here. Stop after you read, "They hurt my ears and I have to hold my nose when they pass by." (Page. 8-9)</p>
<b>Active Engagement</b>	<p>Tell the students that now you want them to REV up their thinking. Remind them to</p> <ul style="list-style-type: none"> <li>• Notice the setting. Ask what is this place like, how does it feel?</li> <li>• Notice any signs that trouble is brewing.</li> <li>• Notice any problems the character is facing.</li> </ul> <p>Continue to read <i>Rose Blanche</i>. Read up to, "The soldiers climbed back into the truck; doors banged shut and it pulled away. It happened very fast." (P. 10) Have students jot down their thoughts about this setting, signs for trouble brewing, and what they have noticed about the character. Have the students turn and share their thoughts with a partner.</p>
<b>Link:</b>	<p>Today and for the rest of your lives, remember that we need to REV up our minds as we begin historical fiction. We do this by asking,</p> <ul style="list-style-type: none"> <li>• What is the setting like?</li> <li>• Are there signs of trouble brewing?</li> <li>• What is the character like and what problem/pressure is the character facing?</li> </ul>
<b>Mid-Workshop</b>	<p>Remind the students that as we read, we can make mental pictures of our story worlds. You may choose to model a quick think aloud of the first few pages of <i>Rose Blanche</i>. Share what you picture the setting looks like in your mind and the <i>feeling</i> that you get when you read about this place.</p>
<b>Share:</b>	<p>Explain to the students that some images or events will stay with us long after we finish a book. Reading experts call this the "residue of reading." It's what's left when we finish a book. Tell the students that one way we can hold onto the residue is to pause when we reach the ending and think for a moment about an image that stays with us. Have students share the images that stay with them after finishing a book.</p>



# Optional Lesson

## Lesson 2: Collaborating to Comprehend Complex Texts

SL.5.1 I can collaborate with my book club members as we work together to take on new challenges in our reading.

### Getting Ready- Do Before

- Arrange students in small groups (3-5 students) to launch book clubs
- Give these club mates carpet spots near one another during mini-lessons
- Give each group a poster board/club folder/handout (one is attached)- for students to use to write down their club logo and motto
- Give each student something to keep track of how many pages to read each day (one is attached)
- Collect baskets/bins of book club books based upon era and level

**NOTE:** The active engagement will take up most of reading workshop today.

**Anchor Charts: (might want to pre-make and display them)**

"Creating a constitution of our club"

"Anticipate and Invent Responses to Predictable Problems in Book Clubs"

### Connection:

Tell the students that just as fantasy books take children to powerful new worlds, historical fiction books can do the same- only these worlds will be worlds that really existed in the past. Tell them that they are not going to go on this journey alone. They are going to go on this journey with club mates and these club mates are sitting around them.

### Teaching Point:

Readers support each other as we work together to take on new challenges in our reading.

Readers, today we will be beginning our new book clubs. So, I want to teach you that before anyone begins a team, nation, or a club, we need to know that members of a club do a few important things:

- First, members take care of each other. They let each other know that everyone is important to the group and that everyone is supported by the group.
- Secondly, members come up with a constitution of sorts. They decide how their club will run, what rules the group will follow, and how they should behave during their meetings.
- Thirdly, members brainstorm a reading schedule or plan and decide how many pages to read each day so as not to get ahead of their members in a book.

<b>Modeling/Teaching:</b>	<p>Let me give you an example.</p> <p>I am in a book club with my friends. Before we began reading, we all met just to choose our book, decide when we would meet, where to meet, and set our schedule for reading. We discussed how far we would read in our book and we also discussed how we shouldn't read ahead of our other members so as not to spoil the exciting parts in our books for others. As a group, we came up with our rules for the group and we set the schedule for reading. This is important when beginning any club or group. Show a model of a book club constitution (maybe already have one prepared).</p>
<b>Active Engagement</b>	<p>Today, you will meet with your members. You will come up with a name for your book club, a book club constitution, and you will decide how far to read each day in your book.</p> <ul style="list-style-type: none"> <li>• Give each group an area to work in the room and poster-board or handouts (one is attached) to write down the name of their book club and their constitution.</li> <li>• Give each student something to keep track of how many pages they will read each day. (one is attached)</li> <li>• Give each member in the group a copy of their historical fiction book.</li> </ul>
<b>Link:</b>	<p>Make sure to take your constitution and planning seriously so that your book club will run smoothly. Consider how working in a club will make you read differently. Off you go.</p>
<b>Mid-Workshop</b>	<p>When people write constitutions, part of what we do is anticipate common questions and predictable problems.</p> <ul style="list-style-type: none"> <li>• Read the chart, "Anticipating and Inventing Responses to predictable problems in book clubs."</li> <li>• Remind the students to be sure that their constitution includes their plan for dealing with anticipated problems that may arise.</li> </ul>
<b>Share:</b>	<p>Let me mention that a huge goal in this unit will be for all of us to become the kind of people who listen to each other and grow ideas in responses to what we hear. Strong readers let not only texts but other peoples' words get through to us. So, how we follow these constitutions and how we treat each other in book club respecting what others have to say is crucial to our book club reading lives.</p> <ul style="list-style-type: none"> <li>• Choose one or two book club constitutions and share them with the class.</li> </ul> <p>Close by having each group make plans for tonight's reading. Consider picture book reading as suggested for tonight rather than a novel.</p>

Book Club Name:

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Our Book Club Constitution!

We, the book club members, in order to form a more perfect book club...

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Book Club Members:

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READING BUDDY

BOOKMARK

MONDAY

We will read:

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TUESDAY

We will read:

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WEDNESDAY

We will read:

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THURSDAY

We will read:

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FRIDAY

We will read:

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WEEKEND

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**Lesson 3: Synthesizing Story Elements**

RL.5.10 I can keep track of story elements as I read, continually building on my understanding of what is going on.

<p><b>Getting Ready- Do Before</b></p> <ul style="list-style-type: none"> <li>• Begin the chapter book, <i>Roll of Thunder Hear My Cry</i></li> <li>• Place maps or globes around the room for the book clubs to use to reference.</li> <li>• Get chart paper for mini-lesson</li> <li>• Make sure students bring pencils and post-its or notebooks to the mini-lesson</li> </ul>	<p><b>Anchor Charts</b></p> <p>Creating a constitution of our club - each group</p> <p>Previous anchor charts for reference</p> <p>Anchor Chart: Making Our Way Through HF</p>
<p><b>Connection:</b></p>	<p>Yesterday we discussed how each member of a book club should support each other and help each other think about challenging things together. As we meet with our members we will be sharing our thinking so that collectively we can think deeply about the books. Although we will want to get lost in our books as we read, we need to take time to collect notes to help us think deeply about our books.</p>
<p><b>Teaching Point:</b> Readers keep track of story elements as we read, continually building on our understanding of what is going on.</p>	<p>So today, I want to teach you that as readers begin historical fiction, they don't just read and get lost in the story, but they collect and write down the elements of the story as they encounter them.</p>
<p><b>Modeling/Teaching:</b></p>	<p>When I began my historical fiction book, instead of being lost in the story, I found myself taking notes of the fast-flying information and then returning to my notes to fill in details. Let me show you what I mean as I begin our new book <i>Roll of Thunder</i>.</p> <ul style="list-style-type: none"> <li>• Begin reading <i>Roll of Thunder</i>. As you read, tack up information on the board in boxes and bullets format (it is important to do it this way because it is transferable to other kinds of reading).</li> <li>• Note the main characters: Write down a few characteristics about each of them.</li> <li>• Note where story takes place-write down Place.</li> <li>• Note whether there are signs of trouble brewing yet....</li> </ul>
<p><b>Active Engagement</b></p>	<p>Now I would like for you to try this. While I read, add to your mental bulletin board. See if you gather more information about the setting, characters, or if there are signs of trouble brewing. Later, you and your club mates can compare notes, seeing if you took note of similar things.</p> <ul style="list-style-type: none"> <li>• Read a few more paragraphs.</li> <li>• Have students write down their thinking on post-it notes</li> <li>• Then have students turn with partners or members and share their ideas.</li> </ul>

<b>Link:</b>	So today and every day readers, as you read historical fiction, make sure that you just don't get lost in your books but that you tack up information that you need to know on your mental bulletin boards. If your book is written in a way that seems to nudge you to take notes, actually jot down your notes, so that you and your club mates can again talk about those notes and what seems important in the book.
<b>Mid-Workshop</b>	Readers soon you will have a chance to talk with your book club members about what you found yourself doing thus far in your book. <ul style="list-style-type: none"><li>• *Refer to the "Making our way through Historical Fiction"</li><li>• Note how we should pay attention to the setting details, ask if trouble is brewing, and collect vital data about characters.</li><li>• Remind the students to think about these details as they prepare their thinking for their book club conversations.</li></ul>
<b>Share:</b>	Readers, as we read fiction, we either learn a tremendous amount of real information or we don't. Sometimes it is easy to be swept away by the plot and just keep reading devouring the book. But, as we read, we need to make sure that we are learning this new information. One way we can make sure we do this is to tell the story to ourselves in smallish bits. As you read, ask what happened in the story, and then pause to insert something that you learned from that part of the story or something you didn't know before.



## Lesson 4: Holding on When Time Jumps Back and Forth

VPS #8

RL.5.5 I can be aware when time jumps back and forth in their story.

### Getting Ready- Do Before

- Chart paper
- Students need to bring a pencil and notebook to the carpet

### Anchor Charts

"Growing powerful book club conversations"

Add to anchor chart: Making Our Way Through HF

<b>Connection:</b>	Remind students how we have learned that when readers start reading a historical fiction book, or any book, that we often take notes of important story elements.
<b>Teaching Point:</b> Readers are aware when time jumps back and forth in their story.	Today, I want to teach you that when skilled readers read any complex story, and especially when we read historical fiction, we are aware that time is one of the elements in the story and it is often complex. Skilled readers notice that sometimes time jumps back or forward in the story.
<b>Modeling/Teaching:</b>	Model your thinking as you read the short story adapted from the Nursery Rhyme, "Jack and Jill" on page 75. <ul style="list-style-type: none"><li>• Share your thinking as you read "Jack and Jill."</li><li>• As you read, create a time-line on chart paper that shows the events in the story.</li></ul>
<b>Active Engagement</b>	Now, let's practice thinking about time by going back to the first chapter in <i>Number the Stars</i> . Read carefully with me. Notice if time moves forward or backward and after we read, jot down the events in order on your timeline. <ul style="list-style-type: none"><li>• Pass out the attached excerpt and read it aloud.</li><li>• Have students jot down the events in order on a timeline.</li><li>• Have students compare their timelines with a partner's timeline.</li><li>• After the students have shared with partners, regain their attention and share a student's timeline with the class.</li></ul>

<p><b>Link:</b></p>	<p>So readers, today and every day as you are reading historical fiction, take notice if the author jumps forward or backward in the story. Then, to help you deepen your thinking, jot down the events in order on a timeline. As you create your books' timeline today, think about how it helps deepen your thinking and how you can share it and your thinking in book club later.</p>
<p><b>Mid-Workshop</b></p>	<p>Readers, soon we will be getting into our book clubs during share time. To prepare our thinking for deep conversations, make sure you push yourselves. Make sure that you are taking notes and that as you read, you are jotting down what you might want to discuss with your partners in book club. Make sure that you think about your timelines and use them to bring about deep thinking in book club.</p> <ul style="list-style-type: none"> <li>• NOTE: Lucy gets students into clubs during independent reading time and so her mid-workshop pertains to these club conversations. However, you may want to choose to have your clubs meet only during share time as to not disturb the other students who are reading independently.</li> </ul>
<p><b>Share:</b></p>	<p><b>BEFORE SHARE:</b></p> <ul style="list-style-type: none"> <li>• Read over the chart, "Growing Powerful Book Club Conversations"</li> <li>• Remind the students of proper book club behavior</li> <li>• Encourage the students to share their timelines and discuss the events in the book.</li> <li>• Have students gather into their book clubs</li> </ul> <p><b>AFTER SHARE:</b></p> <ul style="list-style-type: none"> <li>• Remind students that the timelines that they made today were not just for busy work but to help support deep thinking. Share a book club's timeline and their conversation that they had that was focused around the timeline and show how it deepened their thinking.</li> </ul> <p>As clubs make plans for how much they will read by when, remind them that a good goal is about 20 pages in school and about 20-30 pages at home so about 50 pages a day.</p>

# **I Am Growing POWERFUL**

## **Book Club Conversations by:**

- Listening with my body and being respectful
- Making sure all club members' ideas are heard
- Working through disagreements because they help us understand more
- Re-reading parts of the book with my club to clarify and gather more thinking
- Giving ALL of my attention to the club and our work

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## Lesson 5: Unfolding Characters While Unfolding History

VPS #9

RL.5.5 I can think not only of a character's timeline but also the historical timeline.

### Getting Ready- Do Before

- Chart paper or white board for mini-lesson to make two timelines---You will want to continue this timeline as you read the book during your read-alouds to use in Lesson 15.
- A personal timeline of your life and how it intertwined with historical events over time
- NOTE: Attached is a sample timeline that you may want to use for this lesson. It focuses on slavery, the Holocaust, and the civil rights movement. You may want to give each student a copy and/or enlarge the timeline to display in the classroom.
- NOTE: Lucy suggests that you provide each club with a passage from their book that contains significant details about historical events that they can reread to practice today's work during independent reading time.

### Anchor Charts

"Making Our Way Through Historical Fiction"

Refer to previous chart "Growing Powerful Book Club Conversations"

### Connection:

Yesterday we created personal character timelines to help us keep the events in order and to deepen our thinking as we read our historical fiction books.

### Teaching Point:

Readers think not only of a character's timeline but also the historical timeline.

Readers, what I want to teach you today is that in historical fiction, there are many timelines. There is the main character's timeline—like the one we created yesterday—and there is a historical timeline of the big historical events. (POINT TO AN EXAMPLE OF A HISTORICAL TIMELINE---an example is attached). The two are intertwined. The events in a character's life, or your life, are affected by world events. To understand a character in our book, we have to get to know not only the person's timeline, but also the historical timeline that winds in and out of the personal timeline.

### Modeling/Teaching:

Let me show you an example of how a personal timeline might intertwine with a historical timeline. Here is a personal timeline of my life.

- Show and discuss your personal timeline and how it intertwines with a historical timeline. (examples on pages 92 & 94)
- Discuss how events in history affected my personal life.



<p><b>Teaching Point:</b> To deepen our understanding of characters, readers step into their shoes and realize that they are shaped by the times in which they are shaped.</p>	<p>"Today I want to teach you that great readers make sure that they get to know the characters in their historical fiction books and try to understand why characters make the decisions that they do." We can do this by...</p> <ul style="list-style-type: none"> <li>• Stepping into the period in which a character lives and try to see the world through the character's eyes.</li> <li>• Trying to understand why a character makes the decisions that he/she does --keeping in mind that the character's behavior is shaped by what is happening in the world in which the character lives.</li> <li>• Noticing when different characters respond differently to one event.</li> <li>• Think about how the characters feel about the central issue in the book.</li> </ul>
<p><b>Active Engagement</b></p>	<p>Now let's practice thinking about how personal timelines intertwine with historical timelines. Let's look at this timeline that we have, thus far, from chapters one and two from <i>Number the Stars</i>. Try to think about how these events in history might affect the characters in <i>Number the Stars</i>.</p> <ul style="list-style-type: none"> <li>• Have students compare and discuss the personal and historical timeline (example is attached) with a partner.</li> <li>• After students share, share with the class some of the thinking from one of the groups/partners.</li> </ul>
<p><b>Link:</b></p>	<p>So today and for the rest of your lives, as you are reading historical fiction, think deeply about the events that the characters are going through and how they are affected by the world events that are happening at that time in history. Try to continue to complete your character's timeline as you read but don't forget to compare it to your historical timelines.</p>
<p><b>Mid-Workshop</b></p>	<p>Readers, just as we prepare for a play or concert, we also need to prepare our thinking for book clubs. Right now as you read, you need to be thinking, "What will I discuss in book club today? What do I want to share?" If you are stumped, don't forget what we have learned so far:</p> <ul style="list-style-type: none"> <li>• Read aloud the chart "Making Our Way Through Historical Fiction"</li> </ul>
<p><b>Share:</b></p>	<ul style="list-style-type: none"> <li>• Remind the students of proper book club behavior referring to "Growing Powerful Book Club Conversation" chart</li> <li>• Remind students to bring their materials with them to book club</li> <li>• Have students gather in book clubs</li> <li>• After they share, share with the class some of the thinking and discussion that took place around the room</li> </ul>

## Lesson 6: Thinking as Someone Else

VPS #10

RL.5.2, RL.5.3, 5.6 I can step into characters shoes and realize that they are shaped by the times in which they are <sup>live</sup> shaped.

### Getting Ready- Do Before

- Make the "How Readers Think As Their Characters" chart.
- During teaching share, you will add to the "Growing Powerful Book Club Conversation" chart

**Note:** You will want to continue your timeline as you read the book during your read-alouds to use in Session 15.

### Anchor Charts

Make, "How Readers Think As Their Characters" chart

- Step into the period in which a character lives and try to see the world through the character's eyes.
- Try to understand why a character makes the decisions that he/she does -- keeping in mind that the character's behavior is shaped by what is happening in the world in which the character lives.
- Notice when different characters respond differently to one event.
- Think about how the characters feel about the central issue in the book

Add to the "Growing Powerful Book Club Conversation" chart

### Connection:

"It seems like such a long time ago, now, but at the end of last year the principal gave me a list of your names so that I knew who I would have this year in my class. I read your names but didn't know really what you were like. However, as the year went on, I have gotten to know your personalities, likes, dislikes, and dreams. You are not just a list to me anymore. Just like we get to know each other, we can also get to know the characters in the historical fiction books that we read."

### Teaching Point:

To deepen our understanding of characters, readers step into their shoes and realize that they are shaped by the times in which they are shaped.

"Today I want to teach you that great readers make sure that they get to know the characters in their historical fiction books and try to understand why characters make the decisions that they do." We can do this by...

- Stepping into the period in which a character lives and try to see the world through the character's eyes.
- Trying to understand why a character makes the decisions that he/she does --keeping in mind that the character's behavior is shaped by what is happening in the world in which the character lives.
- Noticing when different characters respond differently to one event.
- Think about how the characters feel about the central issue in the book.

### Modeling/Teaching:

Readers let me model my thinking, about how I can get to know the characters in *Number the Stars*, and how I think about the decisions that the characters make in this story.

- I'm going to think back in the book to when the German soldiers call, "Haltel!"
- You know, I wondered why the girls acted so afraid of the soldiers on the street. I actually feel safe when I see policemen walking or



	<p>driving in my neighborhood. But I am thinking of MY perspective and I have to try to step into Ellen and Annemarie's shoes and think from their perspective. These aren't their normal friendly policemen from their neighborhood. These are enemy soldiers that they do not trust.</p> <ul style="list-style-type: none"> <li>• So now I have to read thinking as if I were these girls in Denmark, (Read a section from page 3) "Ellen was motionless on the sidewalk, a few yards behind her. Farther back, Kirsti was still sulking, and walking slowly toward the corner. Nearby, a woman had come to the doorway of a shop and was standing silently, watching...(continue to read) Annemarie trembled."</li> <li>• So, I have to think about these different characters and ask, "Why did this character respond the way he/she did?" and "How does each character feel about the central issue in this book?" Well, the central issue in this book is the persecution of the Jews.</li> <li>• Let's see, Kirsti just kept walking normal and was not even affected by the event...hmmm well, probably because she is so little that she doesn't understand the dangers that these soldiers bring with them...and Ellen's mom, Mrs. Rosen stopped having her coffee and left to talk to Ellen. Well, I think that Mrs. Rosen knows that the German soldiers do not like the Jews and that Ellen and Mrs. Rosen are Jews so this might put Ellen in danger.</li> </ul> <p>You see boys and girls that first, I put myself into the character's shoes. Then, I thought about how they felt about the central issue being the persecution of the Jews. Then, I asked myself why the characters responded as they did.</p>
<p><b>Active Engagement</b></p>	<p>Now I would like for you to try this strategy. Think about how Ellen and Annemarie acted in this scene. Jot down why you think Ellen or Annemarie acted the way they did.</p> <ul style="list-style-type: none"> <li>• After students have jotted down their thinking, have them share with a partner.</li> <li>• Share two partner's conversation with the whole group.</li> </ul>
<p><b>Link:</b></p>	<p>So readers, today and everyday as you read historical fiction, remember to step into your character's shoes and think from their perspective. Ask what the central issue is and how you think they felt about this issue. Notice the way each character responds to an event and ask yourself why each character responded the way that he or she did.</p> <p>Off you go...</p>
<p><b>Mid-Workshop</b></p>	<p>Readers as we think deeply about the characters in our books and why they respond to an event in a certain way, we want to make sure that we not only think of the historical context but also the personality of the character. We saw that Annemarie confronted the soldiers but Ellen just stayed back in silence. Even though both are afraid of the German soldiers in this trying time, Annemarie seems braver here. If I think of Annemarie's personality though, I know that she seems to dominate the relationship. She races down the sidewalk and seems more decisive. So, don't forget as you read to think not only of the historical context of the book but also to think of the characters' personalities as you infer why characters act the way they do.</p>

<b>Share:</b>	<p>Before we get into our book clubs today I want to share with you that sometimes we will have disagreements about our thinking within our book club. We are not always going to think the same way. But, it is through these disagreements that we can deepen our thinking. When we have these disagreements, we need to make sure we still show that we are open to different points of view and that we respect what others have to say. So, if we find we disagree we shouldn't just say, "No, that's not true." Instead, we can say, "that may be true, but I see it differently," or "another way of thinking about that is..."</p> <ul style="list-style-type: none"> <li>• Add this to the "Growing Conversations" chart</li> <li>• Have students gather into book clubs</li> <li>• Share how a group listened like "gold" today or how they shared why characters acted the way they did in their books.</li> </ul>
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**Lesson 7: Scrutinizing, Not Skipping, Descriptions**

VPS #5

RL.5.4, RL.5.5 I can pay close attention to descriptive passages to gather details and deepen our understanding.

<p><b>Getting Ready- Do Before</b></p> <ul style="list-style-type: none"> <li>• Copy the first page of chapter three in <i>Number the Stars</i> for every student to read during the mini-lesson</li> <li>• Before or during lesson, you will add today's strategy to the "Making Our Way Through Historical Fiction" chart</li> <li>• During share, you will add to the "Growing Conversations" chart</li> </ul> <p><b>Note:</b> You will want to continue your timeline as you read the book during your read-alouds to use in Session 15.</p>	<p><b>Anchor Charts</b></p> <p>Add to previous chart, "Making Our Way Through Historical Fiction"</p> <p>Add to previous chart "Growing Powerful Book Club Conversations"</p>
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<b>Connection:</b>	<p>Yesterday, we thought deeply about why characters in our books acted the way they did. We slowed down our reading to make sure that we realized that we need to step into the character's shoes and look at the event from their perspectives and not our own. We also thought about the central issues in our books and how the characters relate to this issue.</p>
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<p><b>Teaching Point:</b> Readers pay close attention to descriptive passages to gather details and deepen our understanding.</p>	<p>Today, I want to teach you that as we read, we don't just need to slow down to ask why characters do what they do, but we also need to slow down <u>during descriptive moments in our books</u>. We need to make sure that we soak up the details that the author probably inserted so that we as readers can better imagine the places in our book. As readers, we need to scrutinize these descriptions and envision what the author is saying.</p>
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<b>Modeling/Teaching:</b>	<p>Let me model how I think carefully about details in <i>Number the Stars</i> and envision as I read.</p> <ul style="list-style-type: none"> <li>• Read, "The days of September passed, one after the other, much the same. Annemarie and Ellen walked to school together, and home again, always now taking the longer way, avoiding the tall soldier and his partner. Kirsti dawdled just behind them or scampered ahead, never out of their sight."</li> <li>• Model your thinking and how you envision this scene in your mind.</li> </ul>
<b>Active Engagement</b>	<p>Now, I would like you to try to really scrutinize what the author is saying as I read on. Try to make a movie in your mind and envision what is happening as we read.</p> <ul style="list-style-type: none"> <li>• Finish reading aloud the rest of the page.</li> <li>• Have students turn and share what they envisioned and thought with a partner.</li> <li>• Share what two partners envisioned with the class</li> </ul>
<b>Link:</b>	<p>So readers, today and every day, make sure that you don't just skim over descriptions in your books. Take the time to scrutinize and really think about those descriptions and try to envision what the author is saying.</p> <p>Off you go.</p>
<b>Mid-Workshop</b>	<p>Readers, before you meet with your club today, you will want to think, "What idea am I bringing to book club?" And think also, "What passage can I find that captures those ideas?" Try to find a passage in your book that you envisioned as you read. Then, make sure to mark the passage with a sticky note so that when you get to book club, you can share that passage and your mental image with others and see how they picture the same passage in the book.</p>
<b>Share:</b>	<p>Before you go to share today, I want to say that today, remember to bring not only several sets of eyes but also several minds to this work. You should be able not only to SEE THINGS you didn't see alone but also to THINK IDEAS you didn't think alone. So right now, when you get into your groups, go back to a passage, read it together and share what each of you envisioned. Then, together look closely, re-read the passage together and see if you can discover hidden ideas to help grow powerful club conversations. Let's add this to our chart...</p> <ul style="list-style-type: none"> <li>• ADD: "Reread an excerpt from the text and look together to discover hidden ideas"... to the "Growing Conversations" chart.</li> <li>• Have students get into book clubs.</li> <li>• Share how a group had great thinking together in book clubs or how they scrutinized details.</li> </ul>

## Lesson 8: Authoring Our Own Responses to Texts

VPS # 11

RL.5.10 I can decide for myself what I will notice and how I will make meaning as I read.

### Getting Ready- Do Before

- You will need to read aloud a section from chapter three that begins with, "Soon we will have to add another blanket...The days when little Kirsi slept in Mama and Papa's room were the days when Lise and Annemarie shared this bed." You may want to copy this section on chart paper, or have a copy for each student. (example on page 6)
- You will need to read aloud another section from chapter three that begins with, "Mama, still laughing, knelt and kissed Kirsti on the cheek....There were no pink-frosted cupcakes: there hadn't been for months. You will need a copy for each student. (example on pages 11-12)
- Students will need pencils and something to jot down their thoughts during the mini-lesson
- You may decide to have book clubs start meeting every other day or have them meet every day at this point.
- Make the chart, "Responding From My Life History"

### Anchor Chart

#### Responding From My Life History

- What did I notice and what do I make of it?
- What in my life is leading me to whatever it is that stands out for me in this text?
- How is this text connected to my life history?

<b>Connection:</b>	Over the past week, we have been scrutinizing the text and noticing details about the characters, setting, and events in our books.
<b>Teaching Point:</b> Readers decide for ourselves what we will notice and how we will make meaning as we read.	Today, I want to teach you that our challenge is not only to notice stuff in text, but to reflect on what we notice and on what this reveals about us. We can do this by asking ourselves: <ul style="list-style-type: none"> <li>• What did I notice and what do I make of it?</li> <li>• What in my life is leading me to whatever it is that stands out for me in this text?</li> <li>• How is this text connected to my life history?</li> </ul> You see, everyone will notice different details as we read. We each have had different life experiences and therefore have different connections to our characters or events in the story. For example, if you are reading about a character who is having difficulty ice skating and you have never tried ice skating, you will reflect differently than someone who has tried ice skating before. It is important that we not only notice details but that we ask ourselves what we make of what we noticed.
<b>Modeling/Teaching:</b>	Let me model how I reflected on what I noticed in <i>Number the Stars</i> : <ul style="list-style-type: none"> <li>• Read the section at the top of page 19...that begins, "Soon we will have to add another blanket to your bed...."</li> <li>• Model what you notice and how it relates to your life history answering the three questions on the anchor chart.</li> </ul>
<b>Active Engagement</b>	Now I would like for you to not only notice details as I read this next section, but I would like for you to reflect on what you noticed. Ask yourself... <ul style="list-style-type: none"> <li>• What did I notice and what do I make of it?</li> </ul>

	<ul style="list-style-type: none"> <li>• What in my life is leading me to whatever it is that stands out for me in this text?</li> <li>• How is this text connected to my life history?</li> </ul> <p>Read aloud the next section that begins with, "Mama, still laughing, knelt and kissed Kirsti on the cheek...."</p> <p>Then have students jot down their thinking and turn and share their reflection with a partner.</p> <p>Share two students' reflections with the whole group.</p>
<b>Link:</b>	<p>So readers, today and everyday as you read, make sure to reflect on what you notice. Ask yourself...</p> <ul style="list-style-type: none"> <li>• What did I notice and what do I make of it?</li> <li>• What in my life is leading me to whatever it is that stands out for me in this text?</li> <li>• How is this text connected to my life history?</li> </ul> <p>Off you go.</p>
<b>Mid-Workshop</b>	<p>I want to remind you that part of becoming better readers, means becoming more aware readers. No one can be aware of everything but if you are especially drawn to a particular relationship in your book, then watch that relationship and try to see little things that others might not see. Right now, look back in your book at what you noticed. Are you noticing obvious things that everyone would notice, or whether your observations show that like Annemarie, you're growing up and you're seeing more. Make sure you jot down your thinking to prepare for your book club conversation.</p>
<b>Share:</b>	<p>Today for share time, I want each club to choose one member to share a passage that you marked today as you read. Act if it is read-aloud time. As you read, think about the meaning, the feeling of the words as you read them. Change your intonation and expression. After you read part of the short passage-just a paragraph or two and when you feel your mind is brimming with ideas, say, "Stop and jot." Then, the other members will jot down their reflection to the passage that you shared. After, everyone jots down their reflection, you can share your thinking with the group.</p> <p>If time, after the groups have shared, share someone's reflection with the whole group.</p>



Lesson: 9 Thinking Deeply

VPS #12

RL.5.2 I can pause to read important passages attentively to grow ideas about our texts.

**Getting Ready- Do Before**

- You will need to read a section from *Number the Stars* from chapter 3, "Annemarie was almost asleep when there was a light knock on the door.....Your mother told me about what happened on Osterbrogade."
- You will return to *Tiger Rising* in this lesson.
- During share, you will add to the chart, "Growing Powerful Book Club Conversations."
- Students need pencils and something to write down their thinking

**Anchor Charts**

New Chart: Thinking Deeply about Important Passages in a Book

Growing Powerful Book Club Conversations ---from previous lesson

<p><b>Connection:</b></p>	<p>Yesterday we learned that thoughtful readers don't just focus on what's coming next in a text, reading faster, faster, faster. Instead, we sometimes push the pause button to reflect.</p>
<p><b>Teaching Point:</b> Readers pause to read important passages attentively to grow ideas about our texts.</p>	<p>Today, I want to teach you that thoughtful readers sometimes press the pause button, lingering to ponder what we've read and to let a bigger idea begin to grow in our minds. For each reader, there will be passages in books that seem to be <u>written in bold</u>, parts that call out, "Pay attention to me!" Often these passages refer back to earlier sections in the book and seem to be laden with meaning. We need to read these passages with extra attentiveness, letting them nudge us to think.</p>
<p><b>Modeling/Teaching:</b></p>	<p>Let me model how I might pause in a book to ponder what I read and let the bigger idea grow in my mind.</p> <ul style="list-style-type: none"> <li>• Hold up the book, <i>Tiger Rising</i> (or a book you've read in the past that would relate)</li> <li>• Read the section in chapter 17 on page 62. "Willie May opened her eyes and looked over the top of her glasses at Rob's legs.....You got to let that sadness rise on up." (example on page 32).</li> <li>• I remember when I read this passage, it was like the words were screaming, "Pay attention to me!" It almost seems like the Kate wrote it in bold, so we'd pay close attention. After I read when Willie May said, "You got to let that sadness rise on up," I had to pause here. I couldn't just keep reading on. I had to stop and think, *What is the big idea here?* I had to think about Rob and how yes, this is it, he is holding all of this sadness inside him. Yes, he needs to let this sadness out, talk about it, or his sorrow and rash will never go away. He can't keep holding this all bottled up inside of him, he must let it all out.</li> </ul>
<p><b>Active Engagement</b></p>	<p>Now I would like for you to try this strategy as we read a section from <i>Number the Stars</i>. As we read, I want you to pause and ponder what we read together. Ask yourself, "What is the big idea here?" Now remember, we won't all pause at the same place in a book, and that's the way reading is. Our decisions about when to pause will be based on who we are as individual readers. So as we read, you pause when you feel you should and ask, "What is the big idea here?"</p>



	<ul style="list-style-type: none"> <li>• Read on page 22, "Annemarie was almost asleep when there was a light knock on the bedroom door.....Your mother told me about what happened on Osterbrogade."</li> <li>• Note: You may want to pause after so many paragraphs to let students jot down their thinking.</li> <li>• Then have students share with their partner where they paused and what they thought the big idea here was.</li> <li>• Share two partner's thinking with the whole group</li> </ul>
<p><b>Link:</b></p>	<p>So readers, today and every day for the rest of your lives, as you read, if you come to a part in the text that seems to be written in bold and say, "Pay attention to me" pause and ask yourself, "What is the big idea here?"</p> <p><b>Make the anchor chart:</b></p> <p><b>Thinking Deeply about Important Passages in a Book</b></p> <ul style="list-style-type: none"> <li>• What is significant about this part of the story?</li> <li>• How does this part fit with other parts and relate to what the whole story is really, really about? How do all the parts of the story fit together and contribute to the message of the book?</li> <li>• Why might the author have written this part in this particular way, including these details, using these words?</li> <li>• What might the character be learning about life and the world, and what might I be learning about life and about the world?</li> </ul>
<p><b>Mid-Workshop</b></p>	<p>Remember, if you find a passage that seems important, like it was written in bold, you can write down or think about it in a way that lets you talk it over in your mind. Asking what the passage might be really about, and what the big idea is. Use the prompts we introduced in the anchor chart.</p>
<p><b>Share:</b></p>	<p>Remind the students of the chart, "Growing Powerful Book Club Conversations." Today I want to add one more thing to our list, and it is this, "<i>Conversations go better if you put an artifact in the middle of the table, and the whole group looks really closely at that one thing.</i>" For example, you could put the passage that you wrote long about in the middle. Then, as your club talks, you could each add your post-its and thinking to that one passage in your book. Or, you could put a timeline that you made in the center or a map, or the notes that you took. When we put something in the middle of our conversation, though, it helps us stay focused on that topic and helps us push our thinking!</p> <ul style="list-style-type: none"> <li>• Have students share in clubs.</li> <li>• Share with the group how one club put their artifacts in the middle or pushed their thinking.</li> </ul>

RL.5.3 I can build big ideas out of small details.

**Getting Ready- Do Before**

- Prior to teaching today, you should have finished reading aloud chapter 4 and up to "It was hours later, but still dark, when she was awakened abruptly by the pounding on the apartment door" on page 43 from *Number the Stars*
- NOTE: Today's mini-lesson may be longer. You will read the rest of chapter 5 during active involvement.
- Anchor chart (previous lesson) "I Am Growing Powerful Book Club Conversations By:"
- Students will need pencils and something to jot down their thinking

**Anchor Charts**

"Thinking Deeply About Important Passages in a Book

---from previous lesson

"Making Our Way Through Historical Fiction"

--from previous lesson

<p><b>Connection:</b></p>	<p>Yesterday, we learned how it is important to pause and ask ourselves what are the big ideas in our texts.</p>
<p><b>Teaching Point:</b> Readers build big ideas out of small details.</p>	<p>Today, I want to teach you one incredibly important bit of advice. The writer Richard Price has said, "The bigger the issue, the smaller you write." When you are writing, or thinking about big ideas, you need to lodge your ideas in the smallest ideas and objects from the story. Then, readers ask <u>what the author is trying to teach us about these ideas.</u></p>
<p><b>Modeling/Teaching:</b></p>	<p>Let me model an example of lodging my ideas into a small idea or object from <i>Number the Stars</i>. If I think of a big idea that I have about this book, I might think of the big idea of how children miss their pre-war lives. I wonder if I could lodge that idea in something concrete and specific. Hmm, oh yeah, I know, the pink cupcakes. Remember how it talked about how they hadn't had pink cupcakes in a very long time. It is almost like those cupcakes represent everything that they can't have anymore, WOW! So you see, first I tried thinking about the big ideas in the book, then I tried to think about them in the smallest idea or object like a pink cupcake. Now, to push my thinking deeper I ask, What is the author trying to teach me about this idea? Hmm, well, I think the author is teaching us how hard life was for these children and that children or people should not be treated this way.</p>

<p><b>Active Engagement</b></p>	<p>Now I would like for you to try this. As we read the rest of chapter 5, if you feel like you need to pause and think of a big idea, ask yourself if you can lodge ideas into a small idea or object in this passage. Let's think about the big idea, Annemarie is brave. Now as I read, listen to hear if you find a small idea or object that represents the big idea that she is brave.</p> <ul style="list-style-type: none"> <li>• Read the rest of the chapter starting with "Annemarie eased the bedroom door open quietly..."</li> <li>• Have students write down their thinking.</li> <li>• Then have the students ask themselves, "What might the author be trying to teach me about this idea?"</li> <li>• Have partners share</li> <li>• Share with the group, one partnership's thinking. (examples of students' thinking on page 56, and 59)</li> </ul>
<p><b>Link:</b></p>	<p>So readers, today and every day for the rest of your lives, when you are writing, or thinking about big ideas, try to lodge your ideas in the smallest ideas and objects from the story. Then, readers, ask what the author is trying to teach us about these ideas.</p> <p>Off you go.</p>
<p><b>Mid-Workshop</b></p>	<p>Readers, many of you are noticing that as we approach a new page in our book that there is so much information that is meaningful in our books. It requires way deeper thinking than just about the who, what, where, when, and how of the story. Once a book becomes meaningful to you, which usually happens after we have paused and asked, "What is this really about?", then nothing is just what it literally is. For example, the Star of David necklace that Annemarie has hidden in a safe place---isn't just a necklace that she hid. It means so much more than that. So from now until reading time has ended, think about the meanings that you are finding, know the meanings you are making. Make sure to jot those meanings down to share with your book club members. Also, I have made copies of a chart which I hope will keep your club on track today. Please keep this chart in mind as you prepare your thinking and as you meet with your group today.</p>
<p><b>Share:</b></p>	<p>Share examples of student writing in which the student used an object form the story to represent a big and abstract idea, and explain that this is symbolic thinking which we call <i>symbolism</i>.</p>



**Lesson: 11 Forging Trails of Thought as We Read**

VPS #14

5.RL.5 I can pay attention to big ideas (themes) as I read.

**Getting Ready- Do Before**

- Prepare to add teaching point to "Making Our Way Through Historical Fiction" (previous chart)
- Students will each need one post-it note for share time.

**Anchor Charts**

Add to previous chart

"Making Our Way Through Historical Fiction"

<p><b>Connection:</b></p>	<p>We have been finding the big ideas or issues in our books. We have paused to think deeply about our books. We have noticed how characters relate to these big ideas and what small objects represent these ideas (which we called symbolism).</p>
<p><b>Teaching Point:</b> Readers hold onto big ideas as they continue to read, allowing them to shape our thinking as we read on.</p>	<p>Today, I want to teach you about how that once a reader has paused to think deeply about a book, and developed an idea that seems true, from that point on, the reader wears special glasses, special lenses, and looks at the upcoming text through those lenses. <u>We read on with our interpretation in mind and say, "Ah yes!" or "Huh? That doesn't fit!"</u> Doing this is one way that we continue to develop our ideas.</p>
<p><b>Modeling/Teaching:</b></p>	<p>You know, readers, our books do not come out and say, "This is the big idea in this book!" As we read, we pause at parts that seem to be written in bold and think, "wow, this is important" and then we grow our big ideas. Let me model how once I have a big idea, I hold onto my big idea and read on as if I am wearing these special lenses. I can even write my big ideas on a time line similar to my character timeline. This way, I make sure to remember the big ideas in my book.</p> <ul style="list-style-type: none"> <li>▪ Show the Big Idea timeline</li> </ul> <p>Remember the book that we read, <i>Rose Blanche?</i> Well, as I read that book, I was noticing how "war makes children grow up before their time."</p> <ul style="list-style-type: none"> <li>▪ Add "War makes children grow up before their time" to the timeline</li> </ul> <p>I noticed at the beginning of the book that the children are no longer running around in the streets. They have to remain calm. I know how the Jewish children could no longer go to the same parks, movie theatres, and restaurants due to the laws passed by the German soldiers. I noticed how the girl follows the German army trucks to the concentration camp and sees things that children should not have to see or experience. She sees hundreds of Jewish children, cold, hungry, and terrified. So, I put the idea that "War makes children grow up before their time" in my head. Then, wearing my special glasses, I read on keeping that big idea there.</p> <ul style="list-style-type: none"> <li>▪ Read the portion where the girl hides the food from her meals and sneaks the food out to the camps. Make sure to say, "Ah yes!" as you discuss how you really notice her acting way beyond her age as she does this and how that you notice this even more</li> </ul>



	<p>now that you are wearing your special lenses and keeping the big idea with you as you read.</p> <p>So you see readers, once we have our big idea, we can hold onto that big idea as we read on.</p>
<b>Active Engagement</b>	<p>Now I would like for you to try this strategy as we continue to read Roll of Thunder. Think of any big ideas you have about this book, then as we read, we can say, "Ah yes," this confirms my big idea or we might find that what we read doesn't fit with our big idea.</p>
<b>Link:</b>	<p>So boys and girls, today and every day after you have paused and grown a big idea in your book, pretend to put on your special glasses and hold that idea with you as you continue to read. You can even add these ideas on your own Big Idea timeline as you read. Try to write down one big idea from your book today. <i>Off you go.</i></p>
<b>Mid-Workshop</b>	<p>I see that many of you have written down your big ideas either on post-its or on your Big Idea Timelines. However, sometimes we may not be sure if our big idea is really big. A big idea should have room to grow and change, it should push us to think about things in new ways. Readers, can I quickly teach you a few ways to make sure that your ideas are really big?</p> <ul style="list-style-type: none"> <li>▪ First of all, a big idea is not just one word like homesickness or bullying, but rather a claim like the thesis statements that you wrote. For example, our big idea is not just war....but that claim that "War makes children grow up before their time."</li> <li>▪ Also, big ideas can apply to many characters in a book, not just one character. For example, we didn't just say, "War makes Annemarie (from Number the Stars) grow up before her time." We said, "War made kids grow up before their time." Therefore our claim can be applied to many characters or people everywhere.</li> </ul>
<b>Share:</b>	<p>Today as you get into your groups to share, I would like for all of you to write your big idea down on a post-it. Then, all of you can lay your big ideas out in front of your group to discuss. Together, read over your big ideas and see if your group can come up with ONE big idea.</p>

## Lesson: 12 Widening the Horizons of Our Thinking

VPS #15

5.RI.6, 5.RI.10 I can be open to new ideas as I read.

### Getting Ready- Do Before

- Find an example of an interpretation you've gradually changed your mind about, through conversation with yourself or someone else. In this lesson you can use an example of the movie *UP* or another example you have.
- Prepare to add teaching point to "Making Our Way Through Historical Fiction"
- You will need to think of an experience that your whole class had and to have them discuss during the active involvement segment of this lesson.

### Anchor Charts

Add to previous chart:

"Making our Way Through Historical Fiction"

<b>Connection:</b>	Readers, yesterday we shared our big ideas with our book club partners. Many of you, after sharing your big ideas, came up with a new big idea. The conversations that you had with your members helped you see your big idea in a new light.
<b>Teaching Point:</b> Readers are open to new ideas, both as we read and in conversations.	Today, I want to teach you that even though it is so important to fashion these big ideas and to care about them, it's also important to be open to new ideas. You don't want to read or to talk, like you are determined to not let your mind budge even an inch. In a good book, as in a good conversation, you can feel your thinking being changed. Sometimes we might have this big idea in our head, but as we read, we might realize that our big idea was off or that it has changed.
<b>Modeling/Teaching:</b>	Let me model how one of my big ideas changed. (You will want to share how your big idea changed either in a movie or book that you read). Example: <ul style="list-style-type: none"><li>▪ Share how you have seen the movie <i>UP</i> and how at first after seeing the previews for the movie that it seemed that the big idea would be that "<i>Up</i> is a movie about a man who escapes from his sadness." But then as you watched the movie and talked about it with others you realized that "<i>Up</i> is about a man moving on from sadness by opening himself up and caring about someone else."</li><li>▪ Discuss how your big idea evolved after you thought about it with an open mind.</li></ul>
<b>Active Engagement</b>	Have your students discuss a recent event that the whole class experienced, focusing on speaking and listening in ways that create an environment of idea sharing. Have your students talk about the experience and give their ideas and remind them to be open to new ideas.
<b>Link:</b>	So readers, today and every day as you read, make sure to not only hold those big ideas with you and care about them, but to be open to new ideas or ways in which your big idea might grow or change.

	Off you go.
<b>Mid-Workshop</b>	Remind the students to keep up the pace in their reading. Yes, it is ok to pause and write down our thinking but that we must read, read, read, and keep up the pace with all of our book club members.
<b>Share:</b>	Have students share how their ideas have changed with reading partners or in their book clubs.



**Lesson: 14**     Imagining What's Possible and Reading for It (Jan. 28 - Feb.5)

**Getting Ready- Do Before**

- Before Lesson 14, read aloud the poem, "Things" and have students jot down their interpretations of the poem. ( Copy of poem below this lesson).
- Before this lesson, collect the post-its from your read-aloud of chapter 10.
- Create the "Good Interpretations" chart
- During active involvement, you will need to write or have written, "In *Number the Stars*, Annemarie finds her world scary even with all the stars." On a white board or chart paper.
- Have a copy of pages 86-87 for each student (excerpt attached to this lesson).
- Be prepared to display "Talking and Writing to Learn" chart during the share. You may want to copy the chart from the CD ROM to add to their reader's notebooks.

**Note:** You will want to finish reading *Number the Stars* prior to Lesson 15.

**Anchor Charts**

- "Good Interpretations"
  - "Talking and Writing to Learn"
- (see attached anchor chart samples)

<p><b>Connection:</b></p>	<p>Readers, lately you have learned how to grow big ideas as you read. We have looked through our main character's perspective and other characters' perspectives.</p>
<p><b>Teaching Point:</b> As we build interpretations readers draft and revise our ideas.</p>	<p>Today, I want to teach you that readers also take our ideas through a process of drafting and revision. Just as we have a sense of the qualities of good writing and use this to draft and revise our writing, there are also qualities for making good interpretations that we can use to draft and revise our ideas about the texts that we read. Let me share these qualities with you...</p> <ul style="list-style-type: none"> <li>▪ Share the "Good Interpretations" chart</li> </ul>
<p><b>Modeling/Teaching:</b></p>	<p>If you haven't, read the poem "Things" (see below) and discuss and interpret this poem.</p> <p>Earlier, we read the poem, "Things" together as a class and we all made our interpretations as we read the poem. Many of you said that "Things" is a poem about poetry and that your interpretation was "poetry lasts forever".</p> <p>Using this poem and our interpretation that "poetry lasts forever," I would like to model how I can take this interpretation through a revision using the "Good Interpretations Qualities" that we just read over.</p> <p>First, I have to ask myself, "Does it connect with the entire arc of the text?" So, does "poetry last forever" pertain to the middle and end of the</p>

poem "Things"? No, I guess it doesn't. There isn't anything in the first two stanzas about poetry lasting. So, I have to revise my interpretation so that it relates to candy and the sandhouse. Hmm, let me try this, "In a world where many things, sand castles and candy don't last, but poetry lasts forever." So now, my interpretation includes the whole arc of the poem- the beginning, middle, and end.

Now, let me look back at my list- "Account for craft decisions that the author made." Hmm, let me think about her writing craft. Well, Eloise uses language of an everyday person, "Aint got it no more" and talks about everyday ordinary pleasures. This tells me that she is also saying in the poem that not only does poetry last forever, but that anyone can write it....rich, poor, scholarly, young, or old.

Well, if I revise my interpretation to show this I might say, "Things" is a poem about poetry, and it says that in a world where many pleasures—sand castles, candy, don't last, poetry lasts forever, and it is available to us all.

Last, I ask, "Does my interpretation matter beyond this one day and one text?" Yes, I believe it does.

So you see boys and girls, how I revised my interpretation by asking myself these three questions on this chart.

## Active Engagement

Now, I would like for you to try this. Earlier we also all made interpretations as we read chapter 10 in *Number the Stars*. Remember in chapter 10, Peter reads the Psalm over Great-Aunt Birte's casket, just after the German soldiers have left the house. I gathered up what you wrote and synthesized them into one interpretation that resembles what a lot of you said. Here is our interpretation: "In *Number the Stars*, Annemarie finds her world scary, even with all the stars."

Let's do what good readers do and revise our interpretation using our "Good Interpretations" chart checklist. As we read, ask yourself these three questions and see if our interpretation applies. Remember to see if this interpretation fits into the whole arc of the story, not just this one scene.

- Read aloud the excerpt from pages 86-87 together. (Peter stood and drew the dark curtains....he said, "it is time.")
- After you read the excerpt, have students decide if the interpretation needs revising with a partner.
- Share one partnership's revised interpretation or this revised interpretation.

**Student example from Lucy Calkins:** In Louis Lowry's book, *Number the Stars*, Annemarie's world is scary, because there are so many stars (that's Jewish people) to take care of...

<b>Link:</b>	So today readers, and for the rest of your lives, try to use these questions from our "Good Interpretations" chart to help you revise your interpretations and think even deeper.
<b>Mid-Workshop</b>	Readers, I have seen your thinking grow during book clubs. That growth has happened because of the rich conversations that you and your club members have been having. Remember to prepare for these rich conversations as you are reading. You can do this by having conversations about your book in your mind as you read and by jotting down ideas for book club topic discussions as well.
<b>Share:</b>	<p>Before you get into your clubs today, I want to share some ideas to help you word and talk about your thinking. These prompts will help you phrase what you are trying to say and help keep the conversation going smoothly.</p> <ul style="list-style-type: none"> <li>▪ Share the "Talking and Writing To Learn" chart and discuss</li> <li>▪ Have students share in clubs</li> <li>▪ Share one club's conversation with the whole class</li> </ul>

### Things

-Eloise Greenfield

Went to the corner

Walked in the store

Bought me some candy

Ain't got it no more

Ain't got it no more

Went to the beach

Played on the shore

Built me a sandhouse

Ain't got it no more

Ain't got it no more

Went to the kitchen

Lay down on the floor

Made me a poem

Still got it

Still got it



**Excerpt from *Number the Stars*:**

Peter stood and drew the dark curtains across the windows. He relit the extinguishing candle. Then, he reached for the old Bible that had always been there, on the mantel. He opened it quickly and said, "I will read a psalm."

His eyes turned to the page he had opened at random, and he began to read in a strong voice.

O praise the Lord.

How good it is to sing psalms to our God!

How pleasant to praise him!

The Lord is rebuilding Jerusalem;

He gather in the scattered sons of Israel.

It is he who heals the broken in spirit

And binds up their wounds.

He who numbers the stars one by one...

Mama sad down and listened. Gradually they each began to relax. Annemarie could see the old man across the room, moving his lips as Peter read; he know the ancient psalm by heart.

Annemarie didn't. The words were unfamiliar to her, and she tried to listen. Tried to understand, tried to forget the war and the Nazis, tried not to cry, tried to be brave. The night breeze moved the dark curtains at the open windows. Outside, she knew, the sky was speckled with stars. How could anyone number them, one by one, as the psalm said? There were too many. The sky was too big.

Ellen had said that her mother was frightened of the ocean, that it was too cold and too big.

The sky was, too, though Annemarie. The whole world was; too cold, too big and too cruel.

Peter read on, in his firm voice, though it was clear he was tired. The long minutes passed. They seemed hours. Finally, still reading, he moved quietly to the window. He closed the bible and listened to the quiet night. Then he looked around the room. "Now," he said, "it is time."

VPS # 22

**Getting Ready- Do Before**

- You will want to finish reading *Number the Stars* prior to this lesson.
- You will be reading a few excerpts from *Number the Stars* (attached)
- Have your timeline handy from the read-alouds
- Create the chart entitled, "Questions to Investigate Power" with two initial bullets and be prepared to add to it throughout the mini-lesson

**Anchor Charts**

"Questions to Investigate Power"  
(see attached anchor chart sample)

**Connection:**

So, we have finished reading *Number the Stars* and for readers like you and me who have been thinking hard, this is a special time for us. Throughout the book you paused when you felt you were reading something important, grew big ideas and interpreted what the author was really, really saying. Then, you revised your interpretations and made yourself think even deeper. Today, we will look back at our book with another lens.

**Teaching Point:**

Readers deepen our thinking by investigating the power dynamics in our stories.

Readers, today I want to teach you that we can look at our books with a lens of power and how this leads to all sorts of new thinking. When we investigate who has power, what form power takes, and how power changes, it helps us find huge meanings in books. Here are a couple of questions that we can ask ourselves to investigate power in our books.

- Share "Questions to Investigate Power" chart

**Modeling/Teaching:**

Let me model how I can investigate power in *Rose Blanche*.

<http://www.youtube.com/watch?v=cQVqniMcuoE>

- Read the section where the soldiers stop and force the little boy back into the back of the truck.
- Using the questions on the chart, discuss how the German soldiers have the power, and that taking these children away from their homes to camps shows signs of this power.
- Then add bullet three to the chart, "What kinds of resistance exist? Where do you see power hiding?"
- Discuss how there is power hiding. It hides in others like Rose who refuses to let these children starve and brings them food, no matter the risk.

So you see, when readers want to think about our stories through the lens of power, it helps to ask these questions. Doing this, we realize that there are different kinds of power and that power is not necessarily a bad thing. It also helps us understand more about why characters act the way they do.

<p><b>Active Engagement</b></p>	<p>Now I would like for you to try to see the power in <i>Number the Stars</i>. As we read a section, think about the entire novel. Ask:</p> <ul style="list-style-type: none"> <li>▪ Who has power in this place?</li> <li>▪ What are the obvious or explicit signs of power?</li> <li>▪ What kinds of resistance exist? Where do you see power hiding?</li> </ul> <p>(Read the attached excerpts)</p> <ul style="list-style-type: none"> <li>▪ Have students jot down their thinking.</li> <li>▪ Then, have students turn and share with partners.</li> <li>▪ Share a partnership's conversation with the whole group.</li> </ul>
<p><b>Link:</b></p>	<p>So readers, today and every day as you read, try to investigate power in your books. Ask</p> <ul style="list-style-type: none"> <li>▪ Who has power in this place?</li> <li>▪ What are the obvious or explicit signs of power?</li> <li>▪ What kinds of resistance exist? Where do you see power hiding?</li> </ul> <p>Try this with your own books today to share with your partners. Off you go.</p>
<p><b>Mid-Workshop</b></p>	<p>Readers as you read and think about power in your book, and you think about whose voice comes through loud and clear and whose voice is silenced, you might find yourself saying, "This book makes it seem like men can't express their feelings, and I 'm sick of this stereotyping," or "This book makes little kids seem like they can't handle hard things." You can disagree with part of a book and that's ok. You can still let the book sweep you away. It's like eating nuts. You eat the good parts and toss out the shell. The same with reading, you can take in the good parts and toss out the small parts of the book that we dislike. That's what critical readers do.</p>
<p><b>Share:</b></p>	<p>Remind the students that when they reach the ends of their books, they should pause and think deeply, drawing on all they know to think through the whole of the book before we move onto a new book.</p> <ul style="list-style-type: none"> <li>▪ If readers are nearing the ends of their books, you may want to have them write down their thinking in their reader's notebooks once they finish a book before moving onto another book.</li> </ul>

**Excerpts from Number the Stars:**

"Go home, all of you. Go study your schoolbooks. And don't run. You look like hoodlums when you run."

"Where did you get the dark-haired one?" He twisted the lock of Ellen's hair. 'From a different father?'"



**Lesson: 16**

**Sparking Nonfiction Against Fiction to Ignite Ideas**

**Getting Ready- Do Before**

- You'll need copied texts for your students—Example: an article or artifact about slavery, the civil rights, holocaust, etc. (or you can have them look up facts about the time period)
- Print off one picture of King Christian X (see below this lesson)
- Print off some pictures (or just go to the site) of the Holocaust from [www.ushmm.org](http://www.ushmm.org). (Go to the "The Holocaust: A learning site for Students" section @ [www.ushmm.org/outreach/en/](http://www.ushmm.org/outreach/en/)).
- Print off any fact sheets you can find to help your book clubs (or have them do it themselves)
- You will need to have chart paper available—during share, you will show the new chart on reading and talking across text.

Note: You will need to read aloud *Freedom Summer* before Lesson 18 and *The Butterfly* and *Star of Fear, Star of Hope* before Lesson 19 (Picture books about Civil Rights and the Holocaust and *Jews -\*\* need to check with library to see if we have any of these. If not, we'll order for next year!!*)

**Anchor Charts**

"Reading and Talking Across Texts"

Historical fiction can get us stirred up about new things. Keep this learning going by:

Talking about it with book club members, friends, and family

Visiting libraries, museums, and the internet

<p><b>Connection:</b></p>	<p>Lately, we have been adding post-it notes to our books, carrying our books back and forth to school and sharing our thoughts with our book club, friends, and family. We have been adding our thoughts into our books on post-its but we can also add other things to our books. We can add photographs, newspaper clippings, poems, or anything that we find that relates to our books or the issues in our book. Readers, you can do this. You can gather information from outside your books, like maps, pictures, or facts and put them together with the information in your book.</p>
<p><b>Teaching Point:</b> Readers spark new ideas when we read relevant non-fiction alongside our fiction in books.</p>	<p>Today, I want to teach you how we can use nonfiction to spark new thinking. Just like you can take two sticks of fire and rub them together to ignite a flame, we can rub bits of nonfiction up against parts of novels and see ideas ignite.</p>
<p><b>Modeling/Teaching:</b></p>	<p>Let me show you how I used non-fiction to spark new thinking. Lately, I can't get the things we have been learning in reading out of my mind. If I'm in the store, or watching the news, I see and hear things that remind me of <i>Number the Stars</i>. Well, the other day, I came across this actual picture of King Christian. Remember he was the King in the book that we read called <i>The Yellow Star</i> and the one that was mentioned in <i>Number the Stars</i>.</p> <ul style="list-style-type: none"> <li>▪ Show the picture of King Christian and Jubilee. Discuss how in the picture everyone seems so happy and friendly and how it looks like</li> </ul>

	<p>the Danes were one big family.</p> <p>Share how if we rub this information up against <i>Number the Stars</i> it might spark new thinking. Talk about how if we think of the Danes as one big family and think of our book, it actually explains how the Danes were so helpful to the Jews. The Danes treated the Jews like their brothers and sisters and kind of thought of them like family. They didn't hesitate to help each other. Families do that. They care for each other.</p> <p>Then share how it seemed very different in Rose Blanche's town. The people there didn't seem to treat the Jews like brothers and sisters and how this is sad to think this.</p> <p>Say:  "Readers, you see, I took a bit of information that I learned, in this case from a photograph, and I just tried it out alongside my novels to see if it sparked any new thinking....and look, it did!"</p>
<b>Active Engagement</b>	<p>Now I would like for you to try to see if non-fiction can spark new ideas for you. Let's read this article about the Holocaust that I have copied for each of you. As you read, think about our novels and see if you can rub this new information up against what we know from the novels to spark new thinking.</p> <ul style="list-style-type: none"> <li>▪ Have students research things that interest them regarding their historical fiction book</li> <li>▪ Have students turn and share their new thinking with partners</li> <li>▪ Share one or more partners' thinking</li> </ul>
<b>Link:</b>	<p>So, today and every day remember that we can also use non-fiction as we are reading historical fiction. We can take facts, maps, photographs, and articles to rub up against our books. We can see if they spark new thinking for us.</p> <p>Today, I would like you to do some research. Try to use this information with your novel to help you ignite new thinking. Hopefully, you can share this today in book club.</p>
<b>Mid-Workshop</b>	<p>Readers, we said that non-fiction can ignite new ideas but so can fiction. Many of our historical fiction books have taught us real things about history. We learned much about the Holocaust from <i>Number the Star</i>, <i>Rose Blanche</i>, and <i>The Yellow Star</i>. We can use the information that we have taken from our novels to also spark our thinking as well. As you read, make sure to use the information right there in your novel to also ignite new ideas.</p>
<b>Share:</b>	<p>Have students gather in book clubs and discuss their new thinking. After the groups have met, share an example of a student in your class or a previous class that became empowered while reading---one who went to the library, internet, or began sharing what they are learning about the Holocaust, slavery, civil rights movement, etc. Tell the students that when we read historical fiction, it teaches us new things and that we don't have to forget these things once our book is done but that we can become empowered while reading and keep our learning about this topic going. Show and discuss the chart, "Reading and Talking Across Texts".</p>

King Christian X



*ancientfaces*



**Getting Ready- Do Before**

- During active involvement, partners will turn and talk with other partnerships from a different book club and different book—you may need to practice your procedure for doing this or assign special carpet spots before the lesson.
- Refer to and add to chart, "Making Our Way Through Historical Fiction"
- Have students bring their Big Idea Timelines to the carpet to use during the active involvement.

NOTE: Read aloud (\*if available), *Freedom Summer* before Lesson 18 and read *The Butterfly* and *Star of Fear, Star of Hope* before Lesson 19.

**Anchor Charts**

Add teaching point to previous chart, "Making Our Way Through Historical Fiction"

"Passionate Interpretations Might Say"

**Connection:**

Readers, this whole year long, we've had grand conversations about books. These conversations have helped us think in ways that are more layered. We didn't just think about Rob's mom being dead (from *Tiger Rising*), but even at a deeper level, how when sometimes people are really sad, they hold feelings inside of them, like a bulging suitcase. There are layers in our thinking.

**Teaching Point:**

Readers look for similar themes across different books to deepen our understanding.

Today I want to teach you that it is important when we read to think not only about people, places, and events, but also about ideas. When you have thought about an idea in one story, sometimes that thinking helps you find ideas in another story. We can keep those ideas with us and see if they are true for other stories as well.

**Modeling/Teaching:**

Let me model how I can take an idea from one book and let it help my thinking in another book. I remember when I read *Rose Blanche*, I thought that Rose was so brave. She was willing to risk her life, and she did risk it, because she knew that people shouldn't bully one another like the soldiers were doing to the Jews. I remember when I read *Rose Blanche* that I had the idea that people should take care of one another and treat others the way they would want to be treated. If I keep that idea from *Rose Blanche* in my mind- that people and friends should take care of one another-as I read *Number the Stars*, I realize that this same idea is true. Annemarie was willing to take that risk because she knows friends take care of each other. So you see, I can take an idea from one story, and see if it is true for other stories as well.



<p><b>Active Engagement</b></p>	<p>I would like for you to try this strategy. I would like for you to see if an idea that you have from one book can also be true for another book. So, first, I would like for you to turn to your Big Idea Timeline and remind yourself of some of the ideas that you have come across in your book club book. With your partner, you will choose one. Then, we are going to turn with partners from another book club. We will share our big idea and discuss it with these other partners and see if our big idea just might be true for their book as well.</p> <ul style="list-style-type: none"> <li>▪ Have partnerships choose a big idea</li> <li>▪ Have them turn with another book club partnership to share ideas and discuss</li> <li>▪ Share how two partnership's big idea were true for both books</li> </ul>
<p><b>Link:</b></p>	<p>Boys and girls, this is no coincidence. I don't think the authors copied each other's ideas. I think this happens because the ideas in these books are ideas from real life. When an idea applies across lots of books and applies also to real life, some people call it a universal idea or a theme. This means it is an idea that could be true almost any place in the universe. So, boys and girls, today and every day make sure to keep the big ideas that you found in other books with you as you read. These ideas may be universal ideas or themes.</p>
<p><b>Mid-Workshop</b></p>	<p>Readers, I want to caution you about something. Finding any old similarity between two books doesn't necessarily mean that the two books share a common theme. For example, we can hardly say that the tiger in <i>The Tiger Rising</i> makes that book similar to <i>The Lion King</i>. Just because two books have a similar object doesn't mean they are similar in theme. To figure out whether a literal similarity like an object between books also suggest a thematic similarity (the same theme), we have to ask ourself, "Does the physical thing that is similar in the two books have something to do with a big idea that is similar across the two books?"</p>
<p><b>Share:</b></p>	<p>Have students jot down different books that they have read that share the same theme and share these with the whole class. Suggestion: Start a "themes" bulletin board of the books that you have read this year.</p> <p>Lucy Calkins suggests having the students create a museum during share time to encourage students to want to read some of the other book club books. She suggests having one person from each book club remain in their spot and put out all of the books, articles, and notes for everyone to explore.</p>

VPS #26

Lesson: 18 Conveying Complex Ideas Artfully

Getting Ready- Do Before

- Before this lesson, you will need to have read *Freedom Summer* (\*if available) and had class discussions about the book.
- Add to "Making Our Way Through Historical Fiction" chart
- Prepare "Passionate Interpretations Might Say" chart, you might also want to print the handout from the CD ROM and copy one for each child to put into their reader's notebooks

Note: Read (\*if available) *The Butterfly* and *Star of Fear, Star of Hope* before Lesson 19.

Anchor Charts

Add teaching point to previous chart, "Making Our Way Through Historical Fiction"

"Passionate Interpretations Might Say"

<b>Connection:</b>	Readers, for the whole year, we've been doing things that real readers do--- participating in book clubs, having conversations about our books in which we talk not only about what happens in our story but also about what those happenings might mean. We've explored the big ideas in our book and even seen how these same ideas or themes are true for other books. Sometimes, though, our ideas are so big that we realize when we are talking about these ideas, that it is hard to find the precise words to explain them.
<b>Teaching Point:</b> Readers convey complex ideas by alluding to ideas in other texts.	Today, I want to teach you, that if your head is so full of ideas, you find yourself sort of sputtering, you need to know that people who read and who care about books often have things to say that they can't put into simple words either. So what these readers sometimes do is, instead of trying to put their thoughts into words, they reference a beautiful detail, or a significant theme, or a lasting image from a story that we all know and we call this strategy making an allusion. An allusion is a reference that creates a link to a well known story.
<b>Modeling/Teaching:</b>	<p>Let me show you some examples of how I can make an allusion to some of the books that we have read if I am having trouble explaining an idea that I am having. Let's say, I am having a hard time trying to explain how horrible this kid has been treating me. I might just say, there goes a Threemonger. Anyone that has read <i>Tiger Rising</i> would know what I was referring to. You read how badly they treated Rob. So if I couldn't explain in words how mean this kids was and what a bully this kid was. I could just make an allusion to the Threemongers.</p> <p>If I knew that there was this kid that I just couldn't trust no matter what, I might say, He's a Beauchamp alright. Having read about Beauchamp, you all know that not Rob or anyone could trust that guy.</p> <p>The other day when we read <i>Freedom Summer</i>. I had the big idea that Real friendship is not easy. But, I was having a really hard time wording and explaining my big idea. So I might say this instead. Well, in <i>Freedom Summer</i> I realized that friendship isn't easy- like the Johansen's friendship</p>

	with Emily's family. Then, you would see what I meant. When I think of Number the Stars, I think of all the times that Annemarie went to great lengths to keep her friendship. She held that Star of David clutched in her hand. She ran and tripped when handing handkerchief to her Uncle Henrik. She lied to the soldiers with their ferocious dogs and more. Then, I think of the two boys in <i>Freedom Summer</i> . I think of how the white boy rushed into the ice cream store with a beating heart and lied to the shop keeper because he couldn't think of eating ice cream without his friend. Both of these friend's families were very different from one another, thus making their real friendships challenging and showing that REAL friendship isn't easy.
<b>Active Engagement</b>	You know, all the books that we have read this year, can give us a shared language. We can make allusions to each and every one of these books. Right now, I want you to try to make an allusion to one of the books that we have read this year. <ul style="list-style-type: none"> <li>• Give students some time to think of an allusion</li> <li>• Have students share their allusions with a partner</li> <li>• Share some of the allusions with the whole class</li> </ul>
<b>Link:</b>	So today and every day, now that we have this shared book language, we can make allusions to all the books that we have read this year. If we find that we are at a loss for words and are having trouble explaining our thoughts, we can make an allusion to a book that we have read to help us share our feelings with our partners.
<b>Mid-Workshop</b>	Today as many of you are finishing up your books, I want to remind you to not only prepare your thinking about what the book is really, really about but also to share your reaction to your book. I would like to share a new chart with you. This chart can help us talk passionately about the books we've read. <ul style="list-style-type: none"> <li>• Read the chart for the class</li> <li>• Ask students to use one of these prompts to discuss their reaction to their book—which they can share in book clubs today.</li> </ul>
<b>Share:</b>	Share an example of a student's response to a text that makes the story itself more moving. Let the students know that responses can do that with texts.

## Lesson: 19 Making a Mark on History

### Getting Ready- Do Before

- Make the chart, "Noticing When Characters Make Critical Choices"
- Download a photo of Miep Gies or print from the CD ROM
- Add one final bullet to "Making Our Way Through Historical

### Anchor Charts

Add teaching point to previous chart, "Making Our Way Through Historical Fiction"

Make "Noticing When Characters Make Critical Choices"

- What can I learn from this

### Fiction"

- Read *The Butterfly* and *Star of Fear, Star of Hope* before this lesson.
- Have students bring their character and big idea timelines to the carpet for the mini-lesson.
- Have your big idea class timeline from *Number the Stars*
- Have students bring a pencil and something to write on—reader's notebook or post-it

character?

- What are some challenges that people may have faced during this time?
- What does this tell me about how ordinary everyday people might have dealt with the challenges?

### Connection:

Yesterday, we found themes through different books and we called those allusions. Before we begin the lesson today, I would like to share an article with you.

Go to <http://teacher.scholastic.com/frank/miep.htm> and read about Miep Gies. Explain how she helped Anne Frank's family by bringing them food while they were in hiding. Explain how she kept Anne's diary safe. Show Miep Gies' photo and hold it up with

- *The Butterfly* and say, Miep Gies is Monique from *The Butterfly*
- *Star of Fear, Star of Hope* and say Miep Gies is Helen from *Star of Fear, Star of Hope*
- *Number the Stars* and say, Miep Gies is Annemarie

No, Miep wasn't able to save her Jewish friends. But she lived through those times, those circumstances that we've read about. The shiny black boots of Nazi soldiers defined her life as they also defined Annemarie and Moniques' lives. Miep was faced with a critical choice in history either to help her Jewish friends and risk her, life or turn away and stay safe---the same choice that the Johansens faced and that Monique and her mother faced.

### Teaching Point:

Readers pay attention to the choices that readers make to give us a fuller picture of history-and human nature.

Today I want to teach you that when characters face critical moments of choice (when a character must decide how he or she wants to respond) we need to remember that it's not just the people around that person who are affected by the choices the character makes. WE, the readers, can be as well. We can learn from characters in books, just as we learn from people in our lives, and we can especially learn from the moments of choice that characters face.

### Modeling/Teaching:

Let me model how I can notice when a character makes a critical choice and how this can tell me about how people may have dealt with big historical challenges. Let's see, let me look back over my timeline at the big events in *Number the Stars*. And let's me ask myself:

- What can I learn from this character?
- What are some challenges that people may have faced during this time?
- What does this tell me about how ordinary everyday people might have dealt with the challenges?



	<p>Well if I think back to that night when the German soldiers burst into the Johansen's home, they had to make a critical choice, to either shelter Ellen or keep her safe. That choice is really put to the test that night, when the soldiers wake the girls. Mr. Johansen put his family's life in danger when he chose to help Ellen just like Miep Gies put her life in danger when she decided to help Anne and her family.</p> <ul style="list-style-type: none"> <li>• Model your thinking and jot down a few challenges people may have faced (looking at the timeline from <i>Number the Stars</i>)</li> </ul> <p>Say: Even though one story is fiction and one is true, we can still learn from these fictional characters. The critical choices they make, can tell us what people who really lived through this war may have faced. Real history is full of people who've lived the lives that we find in our books and that had to make these same choices.</p>
<b>Active Engagement</b>	<p>Readers, now I would like for you to try to find one example of when a character in your book had to make a critical choice. Ask yourself,</p> <ul style="list-style-type: none"> <li>• What can I learn from this character?</li> <li>• What are some challenges that people may have faced during this time?</li> <li>• What does this tell me about how ordinary everyday people might have dealt with the challenges?</li> </ul> <p>Have students write down their thinking and share with a partner. Then share one of the conversations with the class.</p>
<b>Link:</b>	<p>So today, and for the rest of your lives, make sure to notice the critical choices that the characters have to make in your books. Then ask yourself,</p> <ul style="list-style-type: none"> <li>• What can I learn from this character?</li> <li>• What are some challenges that people may have faced during this time?</li> <li>• What does this tell me about how ordinary everyday people might have dealt with the challenges?</li> </ul>
<b>Mid-Workshop</b>	<p>Remind the students to carry over what they notice in one book to other books that they read. They might notice themes or similar choices that characters have to make. Characters might have to make similar choices and they will not always make positive choices. Thinking about how the books are similar or different, can help us think even deeper about our books.</p>
<b>Share:</b>	<p>Mix up your book club groups today so that your students are sharing with students who read different books than they did. Have the students share the critical choices that their characters made and draw ideas and life lessons from connections or relationships they may find between the choices they describe.</p>

### Getting Ready- Do Before

- Re-read the ending of *Stone Fox* or another portion of text in which a character makes a choice to do something good.
- Create the chart, "Ways we can share what our books were really, really about."
- During active involvement, the students will need to meet with their club members, you may want to change the carpet spots so that the club members are already seated next to each other for this activity.

Note: This lesson may take more than one day, there is no independent reading planned for today

### Anchor Charts

"Ways We Can Share What Our Books Were Really, Really About"

- Write a poem, song, or rap
- Write a letter
- Create an advertisement or commercial
- Create poster board that displays favorite lines and big ideas from your book
- Create a giant picture board that depicts the theme of your book

### Connection:

Readers, at the ends of our units of study, we've taken time to make or do things that honor the reading we've done. We've celebrated in many different ways. We've also learned how characters in books make critical choices and that those choices affect not only the characters in the book but us as well. I remember when we read *Stone Fox*, how I was amazed at the critical choice that Stone Fox made. Let me remind you. In the book it said,

"Stone Fox stood up slowly.

No one spoke. No one moved. All eyes were on the Indian, the one called Stone Fox, the one who had never lost a race, and who now had another victory in his grasp.

But Stone Fox did nothing.

He just stood there. Like a mountain.

His eyes shifted to his own dogs, then to the finish line, then back to little Willy, holding Searchlight.

With the heel of his moccasin Stone fox drew a long line in the snow.

Then he walked back over to his sled and pulled out his rifle."

Stone Fox made a critical choice to do what was right. It was a small gesture. This small gesture had a big impact on Little Willy and his grandfather's lives. As readers, we learn a big lesson from both Willy and Stone Fox, we learn from Willy perseverance (to not give up) and we learn how we should treat others here from Stone Fox. Stone Fox showed that being a man of integrity and of goodness and helping determined little Willy was more important than winning. After reading *Stone Fox*, this lesson will live with us forever, and that's what is so wonderful about reading.

<p><b>Teaching Point:</b> Celebrating and sharing what we learned with others!</p>	<p>Well, today, you are going to get the chance to share those important lessons or themes that you learned in your books with others. Throughout the unit, we have all been pausing and asking what is this really, really about---for me, for my life. Well, that is personal work. So today, our celebration is going to be personal. Each book club, will decide how you would like to teach us about what your book was really, really about. You will get to choose how to share those themes with us.</p> <p>You may choose to:</p> <ul style="list-style-type: none"> <li>• Write a poem, song, or rap</li> <li>• Write a letter</li> <li>• Create an advertisement or commercial</li> <li>• Create poster board that displays favorite lines and big ideas from your book</li> <li>• Create a giant picture board that depicts the theme of your book</li> </ul>
<p><b>Modeling/Teaching:</b></p>	<p>Let me give you some examples of ways that you can share your theme with us. Blow up the board on page 215, poem on page 216, and the picture and letter on page 217 or show them on the overhead machine. Discuss the projects with the class.</p>
<p><b>Active Engagement</b></p>	<p>Readers, in a moment, I will have you gather with your club members and you will all collectively decide how you want to share your book with us. Please remember that everyone in your group should have a voice, and job in creating your project. This is a group project where each of you has an equal part in the process.</p> <p>Have book clubs meet and decide what and how they will share what they learned from their books with others. Go around and make sure that each club has made their collective decisions.</p>
<p><b>Link:</b></p>	<p>I'm so excited to see and hear all of your projects. Please remember as you work today to respect what everyone has to say and let everyone have an equal part as you work on your project.</p>
<p><b>Mid-Workshop</b></p>	<p>Share how some groups are making sure that everyone has an equal part in the making and delivery of their project.</p>
<p><b>Share:</b></p>	<p>Have all of the book club groups share their project for the class.</p>