

Unit 6 Mini Lesson 1

Unit of Study:	Biography Book Clubs
Goal:	Biography readers bring forward all we know about reading stories
Teaching point:	Readers distinguish biographies from expository nonfiction by realizing that a biography is a story of one person's life. Los lectores distinguen entre una biografía y otros textos de no ficción al saber que una biografía nos cuenta la vida de una persona.
Catchy Phrase:	Tell me your real story! ¡Cuentame tu vida!
Text:	The Story of Ruby Bridges by Robert Coles (Level O), or any suitable biography; We Need Insects!
Chart:	Tubs of non-fiction expository and biographical books
Standard:	3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Mini Lesson: (7-10 minutes total)

Connection:

Readers, just recently we studied non-fiction expository texts. These texts were interesting because they taught us facts about things we didn't know. We read books about sharks, and whales, and all different kinds of insects, different foods – all kinds of things.

Teach:

Today we're going to continue our study of non-fiction books, but instead of learning about things like animals and insects, we are going to be reading the story of a real person. These kinds of non-fiction books are called "biographies." They are true stories about a real people who did remarkable things with their lives. Biographies are non-fiction, but because they are stories, we read them in different ways from non-fiction books about animals and insects. We read them like a story! A story is a story!

I have here some non-fiction books. Some are books about **things**. Some are **biographies**. I'm going to

take a look at two of them to decide whether they expository non-fiction, or biographies.

(Hold up We Need Insects!) Hmm, I'm looking at the title of this book, and the pictures inside of it. Is this book non-fiction? Yes...It's about a real topic. What is it about?...Insects...Well, right away I know this can't be a biography! Insects aren't people!

Now let me take a look at this other book. (The Story of Ruby Bridges) Hmmm...I'm looking at the title of the book. Is it a biography? I think so...A biography is a non-fiction books about a real person...but these pictures aren't photos – they're drawings. Well, I need to read a little of it. (Teachers looks over a few pages; reads small passages out loud.) Yes! This is a real story about a real person, Ruby Bridges.

Active Involvement:

Readers, now it's your turn to see if you can tell the difference between non-fiction expository texts, like We Need Insects!, and biographies, like the Story of Ruby Bridges. I'm going to ask you to work with the person next to you. There are different tubs of books on each table. Find a tub with your partner and put your books into two piles: one pile for non-fiction expository text, and one pile for biographies. Remember to look through the book and read a little if you're not sure. Then talk to your partner. Is the book an expository text? How do you know? Is it a biography? How do you know?

(Teacher circulates and listens to students' rationale for separating the books into the two different piles.)

(Teacher brings students back together and shares out some observations she made about great partner work.)

Link:

Readers, I want you to remember today and every day that when we are reading non-fiction, we know that non-fiction expository text teaches us about a thing. Biographies are also non-fiction, but they tell the real story of a real person. A story is a story!

Mid-Workshop Teaching Point:

Share:

Unit 6 Mini Lesson 2

Unit of Study:	Biography Book Clubs
Goal:	Biography readers bring forward all we know about reading stories
Teaching point:	Readers connect biographies to fictional stories by identifying the subject and their hardships and struggles. Los lectores conectan las biografías a textos de ficción identificando de quien se trata, los problemas y desafíos que tiene.
Catchy Phrase:	Biographies are stories about a main character, called a “subject.” Las biografías se tartan de una persona, también llamada “sujeto”.
Text:	The Story of Ruby Bridges by Robert Coles (Level O), or any suitable recent biography read-aloud; Tales from the Odyssey by Mary Pope Osborne (or any other recent fiction read-aloud)
Chart:	A pertinent section of The Story of Ruby Bridges, in which a particular hardship or struggle is described
Standard:	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Mini Lesson: (7-10 minutes total)

Connection:

Readers, yesterday you did an amazing job of understanding the differences between non-fiction expository books, like *We Need Insects!*, and non-fiction stories we call “biographies.” I remember that yesterday we looked at this book, *The Story of Ruby Bridges*, and realized that it was a real story about a real person.

When we read a fiction book, we know that one of the things that makes a character interesting is the problems and struggles they have to face to get what they want. (Hold up *Tales from the Odyssey*) When we were reading the story of Odysseus, we saw that he had to face many difficult problems. In the story of the Cyclops, he had to figure out a plan to rescue his men from the Cyclops so they wouldn’t get eaten! In the story about Aeolus, the god of the winds, he had to figure out a way to ask the wind god, Aeolus, for a favor. That was a tricky thing to do!

Teach:

When we read about Odysseus, we were able to identify the problems and struggles Odysseus and his men had to face. And they were pretty scary! Some of them seemed impossible!

Just like in *The Tales From the Odyssey* – or any other fiction story – a biography is a story about a real

person – a “subject” – who also has to overcome real struggles and real problems. And those struggles and problems can be just as scary or impossible as the struggles and problems Odysseus and his men had to face!

Active Involvement:

Yesterday we had a chance to listen to the true story about a true little girl – Ruby Bridges. It is the biography is a remarkable child who had to face some pretty tough moments when she was only six years old!

On the chart I have part of the book written out for you. Working with your partner from yesterday, take turns reading this passage out loud to each other. Then one of you – Person A - will pretend to be Ruby Bridges. Person B will ask Person A: What did you want? Why was it hard to get it? Person A will answer those two questions. When you are done, read the passage out loud again. This time, Person B will be Ruby Bridges. Person A will ask Person B: What did you want? Why was it hard to get it? Person B will answer those two questions.

(As partners work, teacher monitors their reading and their questioning. Teacher should pay particular notice to the answers “Ruby Bridges” gives.)

(After enough time has gone by, Teacher brings students back together and shares out some observations she made about great partner work.)

Link:

Readers, I want you to remember today and every day that just like fiction stories about characters, who have to face problems and hardships, the subject in a biography has to face struggles and hardships, too. When we read a biography, we ask the subject, What did you want? Why was it hard to get it?

Mid-Workshop Teaching Point:

Share:

Unit 6 Mini Lesson 3

Unit of Study:	Biography Book Clubs
Goal:	Biography readers bring forward all we know about reading stories
Teaching point:	Readers develop a theory about the specific traits of a subject by paying attention to the decisions he or she makes. Los lectores crean teorías sobre un sujeto poniendo atención a las decisiones que él/ella toma.
Catchy Phrase:	Why did you do that? What does that say about you? ¿Porque hiciste eso? ¿Qué me dice eso de ti?
Text:	The Story of Ruby Bridges by Robert Coles (Level O), or any suitable recent biography read-aloud;
Chart:	A pertinent section of The Story of Ruby Bridges, in which a particular hardship or struggle is described – same passage from previous mini-lesson; short new passage from the same book – copies for each student; chart paper titled “Powerful Adjectives to Describe a Subject”)
Standard:	3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Mini Lesson: (7-10 minutes total)

Connection:

Readers, yesterday in our work on biographies we spent time learning about the hardships and struggles the subject faces in their life. When we read the passage from The Life of Ruby Bridges we had the chance to pretend we were Ruby Bridges and share with a partner the difficult choice or decision she had to make, even as a young child! In the passage we looked at yesterday we saw that even when angry grown-ups were screaming at her, and saying that they wanted to hurt her, Ruby Bridges never cried, or screamed back, or said to herself, “I’m not going to this school anymore!” We know that she really wanted to go to school. She really wanted to learn. And NOTHING was going to stand in her way!

Teach:

When we read about the decisions Ruby Bridges made when the angry white grown-ups were screaming at her and threatening her, we saw that she had to make decisions about how she would act. And the

decisions she made – to stay calm, to keep walking into school, and to even pray for the people who wanted to hurt her - tell us a lot about what’s inside the heart and mind of Ruby Bridges. They tell us a lot about what kind of person she is. When I read this passage, and I think about what Ruby Bridges had to do, I can see that she was **determined!** She didn’t give up on her goal of wanting to go to school! And I see that she was **courageous**. She had to keep believing in what she wanted and not let anyone stop her! (Teacher writes those two adjectives on the chart.)

Active Involvement:

Let’s read another paragraph about Ruby Bridges. Let’s look at the decision she has to make. Then let’s find just the right adjective to describe what that decision says about what kind of a person she is. (Teacher hands out copy of short passage from same book to each student.) With the same partner you’ve been working with, read silently the paragraph I’ve given you from *The Story of Ruby Bridges*. When you are both ready, talk about what decision Ruby Bridges had to make at that moment. Then decide what kind of person that makes her. How would you describe her? What kind of person is she on the inside? What inside of her lets her make that decision? Try not to use words like “nice” or “kind.” Try to find the right adjective to describe what kind of person she must be to make the decision she made. If Ruby Bridges could come into our room right now, we would ask her, What did you do that? What does that say about you? What do you think she might say?

(As partners work, teacher monitors their conversation.)

(After an appropriate time, teacher brings students back together.)

Readers, I just heard some powerful adjectives being used to describe what Ruby Bridges must be like on the inside to make the decision she made in this paragraph (Teacher asks a few students to share out their adjectives, listing those adjectives on the “Powerful Adjectives” chart.)

Link:

Readers, I want you to remember today and every day that when we read about the decisions a subject makes, we learn at the same time what kind of a person that subject must be on the inside. Subjects in biographies have to make some extraordinary decisions. How they act tells us a lot about who they are inside. To understand a subject, we look at the decisions they make. We ask them, Why did you do that? And then we can answer the question, What does that say about you? We find powerful adjectives to describe what is in their minds and in their hearts.

Mid-Workshop Teaching Point:

Reading Workshop ML Statement Day Ten:

Readers notice descriptive language in biographies so that they can visualize the events in the story.

•Have students copy or paste the mini-lesson statement and the date into the 'ML' portion of their notebooks.

Talk about how descriptive language helps the readers visualize the events in the biography. It can help us as readers paint a picture in our minds of what the setting and people in the story look, sound, act, and talk like.

•Find a few places where there is good use of descriptive language in three of the read alouds you have done in class.

•Complete the first column for each of the three examples before the lesson.

•Complete the first book example as a model for the class.

•Work through the second example by sharing your ideas and calling on some students to share as well.

•Ask students to turn-and-talk about their ideas for the third example, and call on some to share. Add their thoughts to the chart.

•Pass out post-it notes, thinkmarks, or note cards. (or use the reader's notebooks)

•Ask students to write down any places where the author used descriptive language.

•Ask them to write about how that language helped them visualize the people and places in the biography.

•Tell them to be ready to share at the end of the workshop today.

•As students work independently today, use the reading workshop conference form to monitor student understanding of today's mini-lesson strategy as you conference with individual students. Be sure to note any concerns you may need to address in future mini-lessons or guided reading groups.

•Ask students to share new words at the end of reading today.

chart for MINI-LESSON

Readers notice descriptive language in biographies so that they can visualize the events in the story.

	Descriptive Language	How it Helps Visualize
<u>Coming Home from the life of Langston Hughes</u>		
<u>Eleanor, Quiet No More</u>		
<u>Lady Liberty: A Biography</u>		

Vernon # 7

Readers consider how the time in which a person lived affected his/her life so that they can compare the setting to the events in the biography.

- Have students copy or paste the mini-lesson statement and the date into the 'ML' portion of their notebooks.
- Remind students of the text features you have been discussing the past few days by showing them the charts you completed.
- Talk with students today about the setting of each biography you have read together in class. Have a discussion about how the people were in the biographies were affected by the time in which they lived.
- Complete the first example as a model for the class.
- Work through the second example by sharing your ideas and calling on some students to share as well.
- Ask students to turn-and-talk about their ideas for the third example, and call on some to share. Add their thoughts to the chart.
- It may be helpful to keep a separate anchor chart that lists all the text features from biography texts you have talked about so far.
- During independent reading today, have students identify the setting of the biographies they are reading independently. Then ask them to think about how the settings affects the person's life. Students can write their thoughts on a thinkmark, a post-it, or in their reader's notebooks. Make sure they know they will be sharing at the end of the workshop today.
- As students work independently today, use the reading workshop conference form to monitor student understanding of today's mini-lesson strategy as you conference with individual students. Be sure to note any concerns you may need to address in future mini-lessons or guided reading groups.
- During the share today, have students turn and share the setting and its implications to the person from their reading with a partner. If time, take some examples from students.

chart for mini-lesson

Readers consider how the time in which a person lived affected his/her life so that they can compare the setting to the events in the biography.

	Setting	How it affected the person
<u>Bad News for Outlaws</u>	<i>(fill in chart based on your think-aloud examples, & students' thinking.)</i>	
<u>Salt in His Shoes</u>		
<u>Molly Bannaky</u>		

Unit 6 Mini Lesson 5

Unit of Study:	Biography Book Clubs
Goal:	Biography readers bring forward all we know about reading stories
Teaching poin:	Readers recognize how the subject's time period differed from their own by paying attention to details of place, time and people's behaviors Los lectores reconocen como el periodo del tiempo es diferente al suyo poniendo atención a los detalles de la época, lugar y los comportamientos de la gente.
Catchy Phrase:	What time is it? ¿Que epoca es?
Text:	The Story of Ruby Bridges/ La historia de Ruby Bridges
Chart:	
Standard:	3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Mini Lesson: (7-10 minutes total)

Connection:

Sometimes when we are reading biographies (or other stories), we read about people who are still alive. Sometimes though, biographies were written about people who lived a long time ago, when the world was a different place. As readers of biographies, it's important for us to pay attention to details in the biographies that help us understand the time period in which the biography was written. When we pay attention to details of time, place and people's behaviors, it gives us an idea of how life was different during that time period for the subject that it might be for us during this time period.

Teach:

(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)

Let me give you an example from Ruby Bridges. Here on page 5, It says "In 1960"...hmm, we are in 2013, so that was 53 years ago. Things were probably very different 53 years ago. It tells us that white kids and

black kids had to go to different schools. In order for the black students to be able to go to school with the white kids, they had to go see a judge.

That's very different than what school is like now, isn't it? Think about all of the different people we have in our school. We have lots of students in our school who do not have white skin. They did not have to go to court to see a judge to be allowed to come to our school. Everyone is allowed to come to our school! That tells me that the time period that Ruby Bridges lived in was very different from what life is like today.

Active Involvement:

(turn to page in book that shows Ruby praying in the middle of the angry crowd)

We read here in the book that Ruby was escorted every day to school by armed federal police officers. The police officers from that area wouldn't even protect her. People stood outside the school with signs yelling angry things, and parents would not send their kids to school if Ruby was there.

Let's pay attention to these people's behaviors. How does how their acting help us to understand what it was like during that time period? How was it different from how we live now?

Turn to your partner and talk about what you notice from the behaviors of these people. How does it help you understand how the time period that Ruby Bridges lived in was different from now?

(give students time to talk in partners)

Wow! I heard a lot of great observations. You guys really paid attention to the details about how these people were behaving. I heard _____ say " _____ " and that helped them understand how Ruby Bridges' time period was different from ours.

Link:

So today and every day when you are reading biographies, remember to pay attention to people's behaviors, place and time to help you recognize how the subject's time period might be different from your own.

Mid-Workshop Teaching Point:**Share:**

Vernon #9

Reading Workshop ML Statement Day Fifteen:

Readers ask and answer questions about anything they are wondering so that they can better understand the text.

- Have students copy or paste the mini-lesson statement and the date into the 'ML' portion of their notebooks.
- Talk with students about how good readers are always asking themselves questions as they are reading.
- They try to answer their own questions by using what they already know and what they learn as they are reading. This is a great strategy for comprehending and learning new things through reading!
- Complete the first example as a model for the class.
- Work through the second example by sharing your ideas and calling on some students to share as well.
- Ask students to turn-and-talk about their ideas for the third example, and call on some to share. Add their thoughts to the chart.
- Pass out post-it notes, thinkmarks, or note cards. (or use the reader's notebooks)
 - Ask students to write some questions and try to answer them as they are reading their biographies today.
 - Tell them to be ready to share at the end of the workshop today.
- As students work independently today, use the reading workshop conference form to monitor student understanding of today's mini-lesson strategy as you conference with individual students. Be sure to note any concerns you may need to address in future mini-lessons or guided reading groups.
- Ask students to share what have written at the end of reading today.

chart for MINI-LESSON

Readers ask and answer questions about anything they are wondering so that they can better understand the text.

	Question:	Answer:
<u>An Eye for Color</u> <u>the Story of</u> <u>Josef Albers</u>		
<u>Annie Oakley</u>		
<u>Marie Curie</u> <u>Prize-Winning Scientist</u>		

Unit 6 Mini Lesson 4

Unit of Study:	Biography Book Clubs
Goal:	Biography readers bring forward all we know about reading stories
Teaching point:	Readers develop an idea (theory) about a subject by paying attention to their relationships with others around them. (positive and negative relationships) Los lectores crean ideas/teorías acerca de un personaje poniendo atención a su relación con las personas que lo rodean.
Catchy Phrase:	Who is important to you? Why?/ ¿Quién es importante para ti? ¿Por qué?
Text:	The Story of Ruby Bridges/ La historia de Ruby Bridges
Chart:	
Standard:	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Mini Lesson: (7-10 minutes total)

Connection:

We have been working on developing an idea about the subject of the biographies we are reading. Yesterday, we looked at the decisions the subject made to help us understand what they were/are like. Today we are going to look at another way we can better understand what the subject is like by paying attention to the relationships they have with the people around them. Both the good and the bad relationships they have with the people in their life can impact them.

Teach: (Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)

In the story of "Ruby Bridges" we have already identified that the subject is Ruby Bridges. But there are also some other people in the book that she has relationships with. One of those people is her mother. Here at the beginning of the book, it tells us that Ruby's mother stayed at home during the day to take care of them, which meant that Ruby got to spend a lot of time with her mother when she was little. Ruby's mother was excited about the opportunity that Ruby was being given to attend school and wanted her daughter to keep her head high and be proud of what she was doing. It also tells us in several different places that Ruby's mother prayed for her daughter to be given strength and courage to overcome difficult things.

Remember when we read that one day on the way to school Ruby stopped in the middle of the angry crowd and she prayed for those people. Even though they were angry and probably yelling really mean things at her, she was able to still care about them. Her mom had taught her to love and care about people. She had worked with her to be kind but also to be confident in herself. Because of Ruby's strong positive relationship with her mother, she was able to walk past those people every day and still make it to school with a smile on her face.

Active Involvement:

Let's see if we can find another example of a relationship Ruby had with someone that had an influence in her life. (turn to the page with Ruby's teacher)

Ruby had a relationship with her teacher, Mrs. Henry. When Ruby came to school, there were no other students. Mrs. Henry could have decided to stay at home, but instead she chose to come to work every day even though there was only one student. Mrs. Henry cared about Ruby. She talked to her about the bad things that were going on with the crowd outside. She worked with her and taught her the things she needed to know in first grade.

I want you to think about it for a minute in your head, how was Ruby influenced by her relationship with Mrs. Henry? Was it a positive relationship or a negative one and how was her life different?

(give students a minute to think about it silently in their head)

Now I want you to turn to your elbow partner and share what you were thinking about Ruby's relationship with Mrs. Henry.

"_____ was influenced by _____" / "_____ fue influido por _____"

I heard some great comments about the influence that Mrs. Henry had on Ruby's life. I heard ___ say "_____".

Link:

So the next time you are reading a biography, remember to pay close attention to the relationships that the subject has with the people around them. They influence their life and make a difference!

Mid-Workshop Teaching Point:

Unit 6 Mini Lesson 6

Unit of Study:	Biography Book Clubs
Goal:	Biography readers bring forward all we know about reading stories
Teaching point:	Readers identify cause and effect in the subject's life by asking "How does what is happening now connect with what came before and how will that influence decisions they will make later?"
	Los lectores identifican la causa y efecto de la vida del sujeto pensando como las situaciones del pasado afectan/influyen el presente y el futuro,
Catchy Phrase:	Past, present, future-it's all connected! Pasado, presente, y futuro – ¡todo está conectado!
Text:	The Story of Ruby Bridges/ La historia de Ruby Bridges
Chart:	
Standard:	3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

Mini Lesson: (7-10 minutes total)

Connection:

Over the last few days, we have been looking at different things that have had an influence on the life of the subject in a biography. We have talked about paying attention to the decisions the subject makes and in their relationships with other people. Yesterday we looked at recognizing the differences in the time period, which influenced what was going on for the subject. Today, we are going to look at how what happened in the past can influence what is happening now (in the present), and how that can influence the future. Past, present, future – it's all connected!

Teach:

(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)

(turn to page that show's Ruby's family on the church pew)

It says here "Ruby's family felt very proud that they had been chosen for their daughter to participate in such an important event in the history of the United States". This is what is happening in the present,

right now as we are reading this biography. This can be connected to a time in Ruby's past. When Ruby was 4 her father didn't have work and they had to move to a new city. They were poor and barely surviving. Because of this, they felt it was a huge honor for Ruby to have been chosen to be one of the first black children to attend a white school and get a good education. They wanted Ruby to have a good education and have a better life.

This event also influenced what would happen in the future. Because Ruby's parents thought it was such an important honor for Ruby to be able to go to school, they sent her to school everyday. Even though it was hard, and it probably hurt them to send their little girl into that mean crowd of people everyday, they knew it was a huge honor for Ruby to be able attend this school. They prayed with her and talked to her about the opportunity she had to receive an education. And Ruby made the decision to continue going to school, to walk through the crowd of people and to enter her classroom everyday with a smile, ready to learn.

Since they had been poor and her parents struggled to find work in her past, then her parents felt honored that she was chosen to be one of the first black children to attend a white school. Because her parents felt honored that she was chosen to be one of the first black children to attend a white school, they sent her to school everyday and taught her preserve even when it was tough. Past, present and future-it's all connected!

Active Involvement:

Let's try this together. If we look on this page here, Ruby is explaining to Mrs. Henry that she everyday she would stop and pray several blocks before the school for the people who hated her. This is what is happening now. Think about for a minute, what things that happened before that influenced Ruby to do this.

Since _____, then _____.

Great job! What is happening now is influenced by what happened before. Now take a minute and let's think about the future. Now Ruby is praying for the people that hate her. She cares for them even though they don't care for her. How will this influence decisions that she makes in the future?

Since _____, then _____.

You guys are did a great job thinking about how the past, present and future are connected. I heard _____ saying _____.

Link:

So today and every day when you are reading biographies, remember to think about how the events in

the subject's present are influenced by what happened in the past, and that influences the decisions they will make in the future. Past, present, future-it's all connected!

Mid-Workshop Teaching Point:

Share:

Vernon #13

Reading Workshop ML Statement Day Six:

Readers identify the most important parts of a person's life so that they can analyze how those key events shaped that person's life.

- Have students copy or paste the mini-lesson statement and the date into the 'ML' portion of their notebooks.
- Tell students that today they are going to be thinking about the important events that happened in the lives of the people they are reading about.
- Complete the first example as a model for the class.
- Work through the second example by sharing your ideas and calling on some students to share as well.
- Ask students to turn-and-talk about their ideas for the third example, and call on some to share. Add their thoughts to the chart.
- Tell students to identify the most important events in the person's life they are reading about during independent reading. Have them write their thinking on a thinkmark, post-it, notecard, or in their reader's notebooks. Make sure they know they will be sharing at the end of the workshop today.
- As students work independently today, use the reading workshop conference form to monitor student understanding of today's mini-lesson strategy as you conference with individual students. Be sure to note any concerns you may need to address in future mini-lessons or guided reading groups.
- During the share, have students turn-and-talk and share their thinking. Call on students to share with the class.

chart for mini-lesson

Readers identify the most important parts of a person's life so that they can analyze how those key events shaped that person's life.

Biography	Key Events
<u>Bad News for Outlaws</u>	<i>(fill in chart based on your think-aloud</i>
<u>Salt in His Shoes</u>	<i>examples, & students' thinking)</i>
<u>Sonia Sotomayor</u>	

Unit 6 Mini Lesson 7

Unit of Study:	Unit 6 – Biography Book Clubs
Goal:	Biography Readers not only Follow a Life Story, We also Learn to Grasp and Grow Ideas
Teaching point:	Readers determine why the subject is important by asking “What important achievements or qualities made this person’s life important enough to be written about?” Los lectores determinan por qué el sujeto es importante al preguntarse : ¿Por qué estamos leyendo sobre esta persona? ¿Cuáles son sus logros y cualidades importantes?
Catchy Phrase:	What’s the big deal? What did he or she do that was <u>so</u> important? ¿Y qué con _____ (subject)? ¿Qué hizo que fue tan importante?
Text:	“An Illustrated Story About Martin Luther King Jr.”
Chart:	
Standard:	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ✓ 3. RI. 3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

Mini Lesson: (7-10 minutes total)

Connection: We’ve been learning about our biographical subjects, when and where they lived, who they knew, and what decisions they made in their lives. We’ve used this information to describe them with powerful adjectives. Today we’re going to focus in on the things that they achieved that made them important. We’re going to ask “What’s the big deal? What did he or she do that was so important?”

Teach: (Demonstration)

Let me show you what I mean with this book about Martin Luther King Jr. We’ve been looking at this book and we found out that Martin Luther King Jr. was a hard worker and a good student. But what did he really achieve that was so important? (Point to catch phrase) “What’s the big deal? What did he or she do that was so important?” Let’s find out.

(Teacher reads / refers to the pages that talk about the Montgomery bus boycott, the fact that even after someone tried to bomb his house, he urged his followers to demonstrate peacefully, and finally,

the boycott ended and there were no longer separate sections on the bus for “whites only”).

Oh, so now I know that one important thing he achieved (with the help of Rosa Parks) was that African American people didn’t have to sit way in the back of the bus after the bus boycott. He also showed that he was peaceful, by urging people to demonstrate with boycotts and by carrying signs, without fighting and making things worse. That’s why he was so important.

Active Involvement:

Are you ready to try this? OK, I’m going to read a couple more pages and you’re going to try to figure out **What important achievements or qualities made this person’s life important enough to be written about (refers to teaching point).** Remember to ask: **What’s the big deal? What did he do that was so important?** (Teacher reads the pages about the “I have a dream” speech, the Nobel Prize, and that new laws were being passed giving rights to African Americans.)

OK, partner A turn to partner B. Tell them one thing that Martin Luther King achieved that was important from the pages I read. (Partner a lists one of the achievements, especially the passage of new laws giving rights to African Americans).

Great! I heard.... Now, partner B, it’s your turn to tell partner A what Martin Luther King achieved that was so important from the pages I read.

Great! I heard...

Link:

So, remember, readers, today and every day, when you read a biography about someone’s life, stop and think, **What’s the big deal? What did he or she do that was so important?** Look for their achievements or qualities that make them worth reading about?

Mid-Workshop Teaching Point:

Share:

Unit 6 Mini Lesson 8

Unit of Study:	Unit 6 – Biography Book Clubs
Goal:	Biography Readers not only Follow a Life Story, We also Learn to Grasp and Grow Ideas
Teaching point:	Readers study the subject more deeply by picking precise adjectives to describe the <u>kind</u> of bravery or risk taking that makes him or her unique. (p. 104, 109). Los lectores estudian al sujeto profundamente al escoger adjetivos precisos que describen <u>el tipo</u> de valentía o determinación que lo hacen único.
Catchy Phrase:	Be precise! Use a powerful adjective! Sé preciso! ¡Usa un adjetivo poderoso!
Text:	“An Illustrated Story About Martin Luther King Jr.”
Chart:	Powerful adjectives chart from lesson 3, that has been growing during the unit. **Also, you may want to refresh students’ memory on how to use a dictionary and a thesaurus to find synonyms.
Standard:	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ✓ 3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening b. Choose words and phrases for effect.*

Mini Lesson: (7-10 minutes total)

Connection:

We’ve been reading about important people in our biographies. Yesterday we learned to look for the achievement or qualities that made that person so important that we are reading about her/him in a book. It turns out, that we could describe just about everyone in a biography as being brave or determined, which are two of our words on our “powerful adjectives” list. Today we’re going to try to add to our adjectives list with really precise adjectives. Because **readers study the subject more deeply by picking precise adjectives to describe the kind of bravery or risktaking that makes him or her unique.** Remember, **Be precise! Use a powerful adjective!**

Teach: (Demonstration)

Let’s look at our book about Martin Luther King Jr. Let me read you this page again. (Teacher reads

the page about the bus boycott and the bomb that got thrown through the window of his house).

It says that King's followers were angry after this attack, and wanted to fight back. But Martin Luther King told them that, instead of hating the white people, they should love them. They should keep demonstrating and marching peacefully and not fight. I would say that he was pretty brave for saying that after someone tried to hurt him. But wait! **Readers study the subject more deeply by picking precise adjectives to describe the kind of bravery or risktaking that makes him or her unique. Be precise! Use a powerful adjective!**

OK, what's a more precise adjective I could use. Let's look at our chart. "Courageous" is a good word. But we could also say that he was "peaceful" because he didn't want to use violence. He was "forgiving" because, instead of hating the white people for what some of them did, he loved them.

How about when his black followers wanted to fight back? He told them to be peaceful and calm. So "calm" is a precise adjective to describe him too, because he didn't get all fired-up and angry. Sometimes we call this being "level-headed." (Teacher records these new, precise adjectives on the powerful adjectives chart).

So, see all of the other, more precise adjectives we can use to describe our subjects, other than just saying "brave" all of the time? We need to look at what he or she actually did and try to describe it precisely. Our chart can help, and so can dictionaries and thesauruses!

Active Involvement:

OK, now it's your turn. I'm going to read another page and you're going to pick a precise adjective instead of "brave" because **Readers study the subject more deeply by picking precise adjectives to describe the kind of bravery or risktaking that makes him or her unique. Be precise! Use a powerful adjective!**

(Teacher reads the page about how Dr. King urged his supporters to be nonviolent even in the face of violence from the police and others).

OK, partner A turn to partner B. Describe Martin Luther King **and the protesters** with a precise adjective other than "brave". You may use our chart for help (steadfast, courageous, persistent, perseverant, united, etc.).

Great! I heard.... Now, partner B, it's your turn to tell partner A a precise adjective other than "brave" that describes Martin Luther King Jr. and the other protesters.

Great! I heard...

Unit 6 Mini Lesson 9

Unit of Study:	Unit 6 – Biography Book Clubs
Goal:	Biography Readers not only Follow a Life Story, We also Learn to Grasp and Grow Ideas
Teaching point:	Readers connect the subject to the time and society in which they lived by asking “What group of people does this person represent?” and understanding the challenges this group must have faced. Los lectores conectan al sujeto al tiempo en que el/ella vivió preguntándose: ¿Qué tipo de persona representa? Y ¿Qué tipo de desafíos habrán enfrentado?
Catchy Phrase:	“ Who do you represent? What’s your problem? ¿A quiénes representas? ¿Cuál es tu problema?”
Text:	“Rosa Parks: A Life of Courage” (Previously- read during read-aloud) “ The Story of Ruby Bridges” (previously-read and used in other lessons).
Chart:	
Standard:	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Mini Lesson: (7-10 minutes total)

Connection: Up until now we’ve mostly been studying individual people that have had important achievements. We’ve looked at Martin Luther King Jr. and described him and his actions with precise adjectives. We’ve also talked about the challenges that he faced. That he couldn’t eat in certain restaurants, play in some parks, even drink out of some drinking fountains because they were just for white people back in those days.

But today, we’re going to see that Martin Luther King Jr. wasn’t the only person with these challenges. We’re going to talk about how he represented a big group of people with the same problems. **Readers connect the subject to the group of people that he or she represents. They ask “what challenges did this group face at that time?” Remember this: We ask, “Who do you represent? What’s your problem?” (“your” meaning “the problem the group faces).**

Teach: (Demonstration)

Today I'd like to talk about another important person who was African American, like Martin Luther King Jr. It's Rosa Parks, who we read about yesterday in this book. (Teacher rereads pages 5-7).

So, here it says that Rosa Parks had to fight for the rights of black people, or African Americans. It says that there were laws that separated blacks from whites in some places. It wasn't just Rosa Parks or Martin Luther King, Jr. who couldn't use certain pop machines or sit in the front of the bus. It was all African Americans. So Rosa Parks and Martin Luther King Jr. **represented** a much larger group of people, the African Americans, or black people.

Readers connect the subject to the group of people that he or she represents. They ask "what challenges did this group face at that time?"

"Who do you represent? What's your problem?"

So, Rosa Parks represented African Americans. What was their problem? It was that there were laws that said they couldn't go certain places that white people could go. It wasn't fair!!

(Teacher reads pages 22 and 23). Here it says that African Americans like Rosa Parks couldn't eat in some restaurants, or go to certain stores. But was it just Rosa Parks that couldn't do these things?

"Who do you represent? What's your problem?"

No! Rosa Parks represented all African Americans in that area. The problem was that there was **discrimination** against a large group of African Americans, not just Rosa. That means that they were treated worse than white people at that time.

Active Involvement:

OK, now it's your turn. I'm going to get out another book that we've read about Ruby Bridges. You're going to think about what group of people she represented at that time, because **readers connect the subject to the group of people that he or she represents. They ask "what challenges did this group face at that time?"**

"Who do you represent? What's your problem?"

(Teacher reads the pages explaining that black children still weren't allowed to go to school at white schools in some places. Also reads when Ruby Bridges walked up to school through a big crowd of angry whites, yelling at her).

"Who do you represent? What's your problem?"

OK, partner A turn to partner B. Tell your partner which group of people Ruby Bridges represented.

Great! I heard.... Now, partner B, it's your turn to tell partner A what the challenge or problem was for that group of people. (In some places, African American kids were still not allowed to go to better, white schools. People that tried to go to places that were for "whites only" were yelled at and treated badly)

Great! I heard...

Link:

So remember readers, today and every day, when you read a biography about someone, **connect the subject to the group of people that he or she represents. Ask "what challenges did this group face at that time?"**

Ask: "Who do you represent? What's your problem?"

Mid-Workshop Teaching Point:

Share:

Reading Workshop ML Statement Day Seventeen:

Readers think about how events are connected in a person's life so that they can draw conclusions about the reasons people are the way they are.

- Have students copy or paste the mini-lesson statement and the date into the 'ML' portion of their notebooks.
- Talk with students about how events in a person's life can determine how they will react in the future.
- Complete the first example as a model for the class.
- Work through the second example by sharing your ideas and calling on some students to share as well.
- Ask students to turn-and-talk about their ideas for the third example, and call on some to share. Add their thoughts to the chart.
- Pass out post-it notes, thinkmarks, or note cards. (or use the reader's notebooks)
 - Ask students to write down how events in the lives of the people they are reading about have impacted their lives in the future.
 - Tell them to be ready to share at the end of the workshop today.
- As students work independently today, use the reading workshop conference form to monitor student understanding of today's mini-lesson strategy as you conference with individual students. Be sure to note any concerns you may need to address in future mini-lessons or guided reading groups.
- Ask students to share what have written at the end of reading today.

Readers think about how events are connected in a person's life so that they can draw conclusions about the reasons people are the way they are.		
	Events:	Conclusions:
<u>A Picture Book of George Washington Carver</u>		
<u>The Boy Who Invented TV The Story of Philo Farnsworth</u>		
<u>Eleanor, Quiet No More</u>		

Unit 6 Mini Lesson 10

Unit of Study:	Unit 6 - Biography Book Clubs
Goal:	Biography readers not only follow a life story, we also learn to grasp and grow ideas
Teaching point:	Readers analyze a subject in the context of their life by realizing how challenging their decisions and achievements were during the time and place in which they lived. Los lectores analizan al sujeto en el contexto de su vida al darse cuenta como sus desafíos, decisiones y logros eran in la época en la que vivió.
Catchy Phrase:	Step into their shoes and ask "How difficult was that?" Ponte en sus zapatos y pregunta, ¿Que tan difícil fue eso?
Text:	Amelia Earhart text
Chart:	Amelia Earhart Context Chart (see below) Ruby Bridges Context Chart (see below)
Standard:	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ✓ 3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Mini Lesson: (7-10 minutes total)

Connection:

Class, we have been reading about many different people in our biography book clubs. Some subjects have made some very brave and courageous decisions or have accomplished difficult goals/tasks.

We may not think about it today, but things we think are normal or easy now may have been so normal or easy in other time periods.

Teach:

(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)

Good biography readers keep in mind the context of a subject's life. They step into their shoes and ask "How difficult was that?"

Today we are going to focus on the context of the subject's life. We need to keep in mind the time in which the subject was living (year) and other events going on around them.

Good biography readers keep in mind the context of a subject's life. They step into their shoes and ask "How difficult was that?"

Watch me as I think about Amelia Earhart's accomplishment of being the first woman to fly across the choice and keep the context of her life in mind.

(Using Amelia Earhart Context Chart, think through the bullets and at the end ask "How difficult was that?" Then give two reasons why it was so difficult.)

(Write the question up "how difficult was that? And the Prompt "It was difficult because ____ and ____."
")

Remember, Good biography readers keep in mind the context of a subject's life. They step into their shoes and ask "How difficult was that?"

Active Involvement:

Now it's your turn to keep in mind the context of a subject's life. You are going to step into the shoes of Ruby Bridges and ask "How difficult was that?"

With a partner you will focus on the context of Ruby Bridges' life. You need to keep in mind the time in which the subject was living (year) and other events going on around them.

First partner A will read the bullets and ask "How difficult was that?"

Then partner B will respond by give two reasons why it was a difficult choice.

Great! I heard ____ give two reasons why Ruby Bridges' decision was so difficult.

Now, let's switch roles.

Partner B will read first and then Partner A will respond by two reasons why it was a difficult choice.

Great! I heard ____ give two reasons why Ruby Bridges' decision was so difficult.

Remember, Good biography readers keep in mind the context of a subject's life. They step into their shoes and ask "How difficult was that?"

Link:

Today and every day, when you are reading biographies Remember that good biography readers keep in mind the context of a subject's life. They step into their shoes and ask "How difficult was that?"

Mid-Workshop Teaching Point:

Share:

Chart:

Amelia Earhart's World

- In 1932, Amelia was the first woman pilot to fly across the Atlantic Ocean solo.
- People thought women should not be pilots.
- Planes had only been invented less than 30 years ago.
- The first man to cross the Atlantic Ocean, Charles Lindbergh, did it five years before.
- How difficult was that?

Ruby Bridge's World

- She was only 6 years old.
- In 1960, Ruby would be the only African-American student to attend the William Frantz School, near her home.
- The US government ordered that all schools were to be integrated.
- Federal marshals went to New Orleans to protect the children.
- Some people didn't like the idea of mixing African- American students with other races in schools.
- How difficult was that?

Unit 6 Mini Lesson 11

Unit of Study:	Unit 6 - Biography Book Clubs
Goal:	Biography readers not only follow a life story, we also learn to grasp and grow ideas.
Teaching point:	Readers connect the subject's achievements to the rights and freedoms others (including us) enjoyed in later times. Los lectores hacen conexiones entre los logros del sujeto y los derechos de libertad que se disfrutaron después.
Catchy Phrase:	"Why does it matter? It matters because ... and now..." "Por qué importa? Importa porque...y ahora..."
Text:	
Chart:	Amelia Earhart Context Chart (see below) Ruby Bridges Context Chart (see below)
Standard:	3.RI.3 Describe the relationship between a series of historical events , scientific ideas, or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.

Mini Lesson: (7-10 minutes total)

Connection:

Yesterday we talked about how important is it to keep in mind the context of the subject's life. We also asked "How difficult was that?" when looking at a decision or achievement of a subject.

Teach:

(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)

Today we are going to take the next step in thinking about the achievements of a subject. We are going to connect the achievements of our subject and connect them to the rights and freedoms that we enjoy today. We will be using the following sentence prompt: "*Why does it matter? It matters because ... and now ...*"

We have been learning about many different people, subjects, from our own history that contributed to our country, understanding of your world, and freedoms that we enjoy today.

Good biography readers make connections between the subject's achievements to rights and freedoms we enjoy today.

Watch me as I make the connection between my subject's achievement and our rights and freedoms of today.

(Post up Amelia Earhart's Context chart.)

These are points that I know about Amelia and her achievement of flying across the Atlantic Ocean for the first time in 1932. Now I am going to reread the points and ask myself "*Why does it matter?*" then I will be able to answer the question with "*It matters because ...and now ...*"

(Read aloud Amelia Earhart's Context chart)

Ask "*Why does it matter?*"

Ponder and then answer "*It matters because she was the first woman to fly across the ocean. And now people see that women can be pilots too.*"

Remember, Good biography readers make connections between the subject's achievements to rights and freedoms we enjoy today.

Active Involvement:

OK, class now it's your turn to make connections. In partners you will read the bullets about your subject Ruby Bridges.

Partner B is going to read the bullets to partner A, then will ask partner A "*why does is matter?*"

Partner A will then respond with "*It matters because... and now...*"

Great Job! I heard partner A say "*it matters because... and now...*"

Alright, time to switch roles.

Now, Partner A is going to read the bullets to partner B, then will ask partner B "*Why does is matter?*"

Partner B will then respond with "*It matters because... and now...*"

Great Job! I heard partner B say "*It matters because... and now...*"

Remember, Good biography readers make connections between the subject's achievements to rights and freedoms we enjoy today.

Link:

Today and every day whenever you read biographies make sure to connect the subject's achievements to rights and freedoms we enjoy today. It can be something as simple as inventing something new or

making our world a better place. Good biography readers make connections between the subject's achievements to rights and freedoms we enjoy today.

Mid-Workshop Teaching Point:

Share:

Charts:

Amelia Earhart's World

- In 1932, Amelia was the first woman pilot to fly across the Atlantic Ocean solo.
- People thought women should not be pilots.
- Planes had only been invented less than 30 years ago.
- The first man to cross the Atlantic Ocean, Charles Lindbergh, did it five years before.
-

Ruby Bridges' World

- She was only 6 years old.
- In 1960, Ruby would be the only African-American student to attend the William Frantz School, near her home.
- The US government ordered that all schools were to be integrated.
- Federal marshals went to New Orleans to protect the children.
- Some people didn't like the idea of mixing African- American students with other races in schools.

Unit 6 Mini Lesson 12

Unit of Study:	Biography Book Clubs
Goal:	Biography readers Not Only Follow a Life Story: We Also Learn to Grasp and Grow Ideas
Teaching point:	Readers are inspired by a subject's life by asking, "What is the life lesson I am learning from this person's life?" (from this text) Los lectores se inspiran al leer sobre la vida de un sujeto preguntándose qué lección estoy aprendiendo su vida.
Catchy Phrase:	What does your life teach me about how to live my life?
Text:	The Story of Ruby Bridges by Robert Coles (Level O), or any suitable recent biography read-aloud
Chart:	Chart with prompt: <i>I learned from (subject's name) that in life, it's important to...because...;</i> student book bags or other biographical resources that students have been reading
Standard:	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ✓

Mini Lesson: (7-10 minutes total)

Connection:

Readers, yesterday when we were looking deeply at the story of Ruby Bridges (or other biography from previous day's mini-lesson) we saw that because of her courage and determination she opened the door to all other children who were not allowed to attend a certain school because of the color of her skin. We also discussed that because of her courageous, determined decision to go to school and not let anyone or anything stop her, children today enjoy that same freedom. Children can go to any school their parents want them to go to. There are no such things anymore as separate schools for black and white children. There are no such things as separate restaurants, or water fountains, or rest rooms for black and white people, or for any other group of people. We know that it wasn't easy for Ruby Bridges to walk through gangs of screaming people to go to school. We know that she was lonely for most of the first year she was at the William Frantz Elementary School. But we also know that if Ruby Bridges had not been determined and courageous it would have taken children a lot longer to be able to go to the school they wanted to go to. And that just wasn't right!

In all of the biographies we've been reading – the story of Gail Devers, or Sacagawea, or Abraham Lincoln – the subject has had to make decisions that weren't easy. They weren't popular. But we also know that Gail Devers, and Sacagawea, and Abraham Lincoln understood that they had to fight for what they believed was right.

Teach:

The amazing thing about reading biographies is that we get two gifts. The first gift is reading about the incredible achievements of the subject we're reading about. The second gift is that we are inspired by the subject's achievements and life. We ask ourselves, What lesson about my life am I learning from this person's life? What does your life teach me about how to live my life?

Active Involvement:

I'd like to invite you now to choose a biography from your book bag. Take a few moments to think about the one incredible achievement the subject brought about in his or her life, and why that was important. Once you have decided, write it down in your reader response journal.

When you have thought about that question, ask yourself, What does your life teach me about how to live my life? When you have thought about that, write that idea down in your reader response journal. Begin by writing, *I learned from (subject's name) that in life, it's important to...because...* When you have had time to think and write, turn to your elbow partner. If he or she is done, share with them the subject's achievement you've written about, and the lesson you have learned from that subject about how you can live your own life. Be sure to use the sentence prompt *I learned from (subject's name) that*

in life, it's important to...because...

(As partners work, teacher monitors their conversation.)

(After an appropriate time, teacher brings students back together.)

Readers, I just had the opportunity to listen to some powerful conversations about the big achievements in a subject's life, and what lessons we can learn from the people we are reading about. Jose and Maria, would you share with us what you wrote in your journals? What is the life lesson you took away from the biography you read?

Link:

Readers, I want you to remember today and every day biographies give us two gifts. The first gift is reading about the incredible achievements of the subject we're reading about. The second gift is that we are inspired by the subject's achievements and life. We ask ourselves, What lesson about my life can I learn from your life? What does your life teach me about how to live my life?

Mid-Workshop Teaching Point:

Share:

Reading Workshop ML Statement Day Sixteen:

Readers form opinions about people in biographies based on evidence and past experiences so that they can discuss their opinions with others.

- Have students copy or paste the mini-lesson statement and the date into the 'ML' portion of their notebooks.
- Talk with students about how we often form opinions about people based on what we know about them. The same is true when reading biographies.
- Complete the first example as a model for the class.
- Work through the second example by sharing your ideas and calling on some students to share as well.
- Ask students to turn-and-talk about their ideas for the third example, and call on some to share. Add their thoughts to the chart.
- Pass out post-it notes, thinkmarks, or note cards. (or use the reader's notebooks)
 - Ask students to write down their opinions for the people they have been reading about.
 - Have them include evidence from the text and their own background that will support their opinions.
 - Tell them to be ready to share at the end of the workshop today.
- As students work independently today, use the reading workshop conference form to monitor student understanding of today's mini-lesson strategy as you conference with individual students. Be sure to note any concerns you may need to address in future mini-lessons or guided reading groups.
- Ask students to share what have written at the end of reading today.

chart for MINI-LESSON

Readers form opinions about people in biographies based on evidence and past experiences so that they can discuss their opinions with others.

	My Opinion:	Evidence and Past Experiences:
<u>Beverly Cleary</u> <u>She Makes</u> <u>Reading Fun</u>		
<u>Bad News</u> <u>for Outlaws</u>		
<u>Annie Oakley</u>		

Unit 6 Mini Lesson 13

Unit of Study:	Biography Book Clubs
Goal:	Reader's know that biography is but one form of narrative nonfiction.
Teaching point:	Reader's recognize other kinds of narrative nonfiction by determining the subject can be something other than a person. Los lectores reconocen que los libros narrativos de no ficción aparte de tratarse de personas pueden ser de otras cosas.
Catchy Phrase:	Who or what is this text mainly about? ¿De qué o de quien es este libro ?
Text:	Several nonfiction narratives Los Mayas en el pasado y el presente-National Geographic El reino vegetal –exploradores El maíz- National Geographic Los Koalas-Meadows & Vial
Chart:	Nonfiction Narrative
Standard:	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ✓

Mini Lesson: (7-10 minutes total)

Connection:

We have been learning so much about biographies, which is narrative nonfiction. Well today I want to teach you that biographies aren't the only kinds of narrative nonfiction.

Narrative nonfiction is any true story or any chronological account for an event.

Narrative nonfiction can take many forms like a newspaper, social studies book, etc. Sometimes the subject can be a plant, animal or group of people.

Today we are going to explore narrative nonfiction and determine who or what the subject is.

Because good nonfiction reader's recognize other kinds of narrative nonfiction by determining the subject as other than a single person.

They do this by asking themselves, Who or what is this text mainly about?

Teach:

(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)

I have a narrative book here, El maiz. (Teacher reads 3-4 pages) Does this narrative qualify as nonfiction? Hmm, let me see has the author added characters or details from his or her own imagination? No, it is a narrative nonfiction.

Who or what is this text mainly about?

El maiz! The *subject* is maize.

Did you see what I just did? First I determined if the narrative was fiction or nonfiction, then I determined who the *subject* was.

Remember, good nonfiction reader's recognize narrative nonfiction by determining the *subject* as other than a single person.

Let me try one more. 1st I determine if the narrative is nonfiction. My book is titled Los mayas. I ask myself, has the author added characters or details from their imagination?

No! So it is a narrative nonfiction.

Now I need to determine who or what the *subject* is? Well this book is titled Los mayas and is all about the mayas of the past and present, so the *subject* the maya.

Did you see what I just did? First I determined if the narrative was fiction or nonfiction, then I determined who the *subject* was.

Remember, good nonfiction reader's recognize narrative nonfiction by determining the *subject* as other than a single person.

Active Involvement:

Now, it's your turn. 1st you need to determine if it's a narrative nonfiction. The book is titled Koalas. As I read a few pages think, has the author added characters or details from their imagination?

(Teacher reads 2 pages) Now turn to your partner and tell them if this is a narrative nonfiction or not.

Great! I heard you all say that this IS a narrative nonfiction.

Now 2nd thing we do is determine who the main character is. As I read ask yourselves, who or what is this text mainly about? (teacher reads 1 more page) Now, turn to your partner and tell them who this narrative is mostly about.

Yes, I heard you all say that this narrative nonfiction text is about Koalas.

Remember, good nonfiction reader's recognize narrative nonfiction by determining the *subjectas* other than a single person.

Repeat with another book.

Link:

Today we learned about other types of narrative nonfiction. We learned that in these narratives can be about plants, animals, groups of people, events in history, etc. One thing that makes a narrative nonfiction is that an author doesn't add details or characters from their imagination.

Today and everyday remember reader's recognize other kinds of narrative nonfiction by determining the *subjectas* other than a single person.

For today's book club conversation I want you to make sure to share who the *subject (s)* are in the book(s) that you read.

Mid-Workshop Teaching Point:

Boys and girls, I have a book here that is a narrative. It is about a time in history, the westward movement. One thing that I notice is that these characters seem like they are made up. This is not narrative nonfiction. It is historical fiction.

Share:

I would like everyone to come to the sharing rug and bring one book with them. Remember, reader's recognize other kinds of narrative nonfiction by determining the *subjectas* other than a single person.

When I call you I would like you to tell us who or what the text is mainly about.

Chart:

Nonfiction Narrative

1st Determine if it's a narrative nonfiction –

Has the author added characters or details from their imagination?

2nd Determine who or what the main character is.

Who or what is this text mainly about?

Unit 6 Mini Lesson 15

Unit of Study:	Biography Book Clubs
Goal:	Readers Know that Biography is but One Form of Narrative Non-Fiction
Teaching point:	Readers understand that narrative non-fiction stories are told for a reason by recognizing the lesson or the big idea in the story. Los lectores reconocen que las historias de los libros narrativos de no ficcion son escritos para enseñarnos una lección o idea principal.
Catchy Phrase:	What is the big lesson of this story? Why should we never forget that lesson? ¿Cuál es leccion de esta historia? ¿Porque no debemos olvidarla?
Text:	The Story of Ruby Bridges by Robert Coles (Level O), or any suitable recent biography read-aloud that deals with a story of achievement; as well as a story about the Donner party (or another people whose story is a tale of disaster)
Chart:	Student book bags; reader response journals
Standard:	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. ✓

Mini Lesson: (7-10 minutes total)

Connection:

Readers, yesterday in our work on biographies we looked at patterns in narrative non-fiction. We learned to recognize that narrative non-fiction stories are often stories about achievement – like Ruby Bridges going to the William Frantz Elementary School on her own, or Rosa Parks refusing to give up her seat on the bus – or tales of disaster, like the story of the Donner party. In each kind of narrative non-fiction – a story of achievement or a story of disaster – we saw that both kinds of narrative non-fiction stories followed patterns. The patterns helped us see the reasons for being written. They remind us that we don't want to forget what happened in the past. When we read a disaster story we say to ourselves, We don't want to make the same mistakes!

Teach:

Earlier in the year we read many fables, folktales, and myths about characters who achieve something really great – like Odysseus – or who are always involved in some disaster or another – like Anansi. When we were reading those fiction stories we saw that the characters – Odysseus and Anansi – followed predictable patterns. Odysseus always acted with the safety of his men in mind. Anansi always acted by trying to trick his friends into getting something for nothing. By learning about those characters we took away what the author's message was in those stories. Odysseus's story told us, "Never give up!"

Anansi's story told us, "Never trick your friends or it might backfire!"

In the same way we read non-fiction narratives to learn the big lessons from the lives of the people involved. These stories are told for a reason. We ask ourselves, Why should we never forget this story? What lesson does it teach us?

In the story of Ruby Bridges, we learned that her story is worth telling because it teaches us the importance of being willing to stand up for what you know is right. In the story of the Donner party we learned that people who are unwilling to change their minds and who are unwilling to help each other can face terrible consequences.

Active Involvement:

I'd like to invite you now to choose a book from your book bag that is a narrative non-fiction story about achievement, or about disaster. I want you to take a moment or two to think about the big lesson you can take away from reading this. Why should we never forget this lesson?

After you have had a chance to think about these questions, write your ideas down in your reader response journal. Think deeply about these two questions. Only after you have thought deeply should you write. When you are done, turn to your elbow partner and share what you have written. Tell your partner what the big lesson is that you learned, and why we who are living today should never forget this lesson. Explain why you think this lesson is important to remember.

(As partners work, teacher monitors their conversation.)

(After an appropriate time, teacher brings students back together.)

Readers, I just had the opportunity to listen to some powerful conversations about the lessons readers learned from their stories of narrative non-fiction, and about why these are lessons we should never forget. Jose and Maria, would you be willing to share the title of your book, the lesson you took away and why we should never forget that lesson?

Link:

Readers, I want you to remember today and every day that when we read a story of narrative non-fiction, we understand that these stories are told for a reason. The stories teach us a big lesson that we should never forget. That is what makes the story worth telling. We always ask ourselves, What is the big lesson of this story? Why should we never forget that lesson?

Mid-Workshop Teaching Point:

Share:

Unit 6 Mini Lesson 16

Unit of Study:	Unit 6 - Biography Book Clubs
Goal:	Readers know that Biography is but ONE form of narrative nonfiction.
Teaching point:	Narrative nonfiction readers determine the theme by studying the difficult choices the subject makes during a crucial time. Los lectores determinan el tema estudiando las decisiones difíciles que el sujeto hace durante los tiempos cruciales.
Catchy Phrase:	What's the big idea? Que es la idea principal?
Text:	
Chart:	
Standard:	3. RI.2 Determine the main idea of the text; recount the key details and explain how they support the main idea. ✓

Mini Lesson: (7-10 minutes total)

Connection:

Class, last time we learned that the reasons for telling/reading a biography were the lessons it taught us or the Big ideas in the story.

Teach:

(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)

Today, we are going to practice identifying the big ideas in the biographies

Active Involvement:

Link:

Mid-Workshop Teaching Point:

Share:

Chart:

Lessons/Big Ideas

- Raise a voice for the oppressed
- Fight for a right
- Take a risk by following your dreams
- Challenge the government