**Unit 7 Table of Contents**

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

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| Lesson 15 | Good readers understand the story better by considering whether the main character in the story is the one teaching or learning the lesson | Missing |
| Lesson 16 | Good readers notice that there are plot structures, character types and lessons in any story by attending to the similarities between classic tales and modern stories | Missing |
| Lesson 17 | Good readers know that books teach lessons by finding the lessons in fairy tales and folk tales | Missing |
| Lesson 18 | Good readers learn about morals by reading fairy tales and folk tales | Missing |
| Lesson 19 | Good readers explore life morals by comparing modern day takes of classic tales and the different ways in which authors approach them. | Missing |
| Lesson 20 | Good readers develop a deeper understanding of books by rereading them | Missing |

**Grade 2 Reading Unit 2**

Dates:

Apr. 22th – May 15th

**Unit of Study Planning Template**

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

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

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

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

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

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

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

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

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

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| **WORKSHOP CALENDAR FOR:** | **Grade 2 Reading Unit 7** | Dates: April 22-May 21 |
| **Unit of Study: Unit 7** | Reading and Role Playing: Fiction, Folktales and Fairy Tales |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 22  Good readers will better understand a story and the characters by making connections between what they see (T.V., movie, plays, reader’s theater, books, read alouds, real life) and what they read (p. 120) 2.RML.7-1 | 23  Good readers can become their character by making facial expressions and talking like they are feeling (p.120) 2.RML.7-2 | 24  Good readers interpret characters feelings by trying on different voices and emotions and seeing which one fits. (p. 120) 2.RML.7-3 | 25  Good readers change their voice by noticing when a character’s feelings change (p. 120) 2.RML.7-4  MWTP: Use post its to keep track of your thinking | 26  Good readers analyze how their character is feeling by marking the places in their books where the characters have a strong feeling (p. 121) 2.RML.7-5 |
| 29  Good readers use precise words to describe how characters react to challenges they face by carefully considering the situation (p. 121) 2.RML.7-6 | 30  Partners predict what may happen next by thinking about what they know about their characters (p. 122) 2.RML.7-7 | 1  Mini Lesson Flex day | 2  Good readers understand the narrator’s/director’s role in a story by seeing the big picture (actions & feelings of all characters/setting)  (p. 122-3) 2.RML. 7-8 | 3  Good readers don’t just identify a character’s feelings but understand them by asking why? (What was their motivation) (p.123) 2.RML.7-9 |
| 6  Good readers understand the character by paying attention to how a character acts (clues in the text, gestures, actions, words, etc.) (p. 123) 2.RML.7-10 | 7  Good readers understand that there is a difference between traits and feelings by looking for patterns of behavior (p. 124) 2.RLM.7-11 | 8  Good readers understand that there are different personality types in stories by noticing them in the world (villain, hero, side kick, trickster, etc.). (p. 124) 2.RML.7-12 | 9  Good readers think about what it means to be one kind of character or another by observing their typical patterns of behavior. (p. 125) 2.RML.7-13 | 10  Good readers can predict what is going to happen by thinking about the role the character plays. (p. 125) 2.RML.7-14) |
| 13  Good readers understand the story better by considering whether the main character in the story is the one teaching or learning the lesson (p. 125) 2.RML.7-15 | 14  Good readers notice that there are plot structures, character types and lessons in any story by attending to the similarities between classic tales and modern stories (p. 126) 2.RML.7-16 | 15  Mini Lesson Flex day | 16  Good readers know that books teach lessons by finding the lessons in fairy tales and folk tales. (p. 127) 2.RML.7-17 | 17  Good readers learn about morals by reading fairy tales and folk tales (p. 128) 2.RML.7-18  (note section) Organize temporary bins by moral or lesson |
| 20  Good readers explore life morals by comparing modern day takes of classic tales and the different ways in which authors approach them. (p. 128) 2.RML.7-19 | 21  Good readers develop a deeper understanding of books by rereading them (p. 129) 2.RML.7-20 |  |  |  |

**Unit of Study Assessment Checklist**

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

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

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| **Unit 7 Mini Lesson 1** |

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

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

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| **Unit 7 Mini Lesson 2** |

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

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

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| **Unit 7 Mini Lesson 3** |

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

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we sounded like our characters by making facial expressions and talking like they are feeling. Today I want to show you how to try on different emotions ‘til you find one that fits! | | |
| ***Teach:***  When I am reading the book Little Red Riding Hood, I put myself in the wolf’s shoes. First his job is to be the mean, bad wolf in the dangerous forest, looking for food. However, when he meets Little Red Riding Hood, he wants to trick her into thinking he is a nice wolf that won’t do her any harm, so he nicely asks “Where are you going little girl?” When she explains that she is going to take cookies to her grandmother he further tries to act nice by saying “Hurry on to your grandmother’s house” (in order for her to be safe from the forest). However, in reality, the wolf wants her to go to her grandmother’s so that he can pretend to be her grandmother and eat Little Red Riding Hood up! In order to see both sides of how the wolf is feeling, we try on different emotions ‘til we find one that fits! | | |
| ***Active Involvement:***  Here, you try it. Remember the book Alexander and the Terrible, Horrible, No Good, Very Bad Day? Alexander looks angry and upset because things keep going wrong for him one particular day. First he doesn’t get to sit where he wants to in the car on the way to school, then his “best friend” found another “best friend.” In the picture, Alexander looks like he has an angry look on his face. Right now think, ‘What’s Alexander thinking inside his head?’ Partner 1, you be Alexander and say those feelings aloud to partner 2. On the flip side, however, Alexander may not be angry at all, he many just feel sad and lonely. After all, Alexander’s best friend just told him that he had a new best friend. His facial expression could also be reflecting sadness, not anger. Now think, ‘What’s Alexander thinking inside his head? Partner 2, you be Alexander and say those feelings aloud to partner 1. | | |
| ***Link:***  Remember today and every day when you are reading, to try on different emotions ‘til you find one that fits! | | |
| **Mid-Workshop Teaching Point:** | | |
| **Share:** | | |
| **Unit 7 Mini Lesson 4** |

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

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

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| **Unit 7 Mini Lesson 5** |

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

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



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| **Unit 7 Mini Lesson 6** |

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

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

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| **Unit 7 Mini Lesson 7** |

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

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

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| **Unit 7 Mini Lesson 8** |

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

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

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| **Unit 7 Mini Lesson 9** |

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

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

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| **Unit 7 Mini Lesson 12** |

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

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

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| **Unit 7 Mini Lesson 13** |

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

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