Mini Lessons

**\*As charts are created, you may choose to also have students copy charts into their Reader’s Notebooks**

Lesson 1: Making Connections

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| **Rationale: Readers make connections to texts to deepen understanding. Students will learn how to keep track and notate their thinking in their Reading Notebooks.** |

* Shared text: *“Feeling the Rain”* (poem; page 27)
* Read aloud first stanza & model forming connection
* Read aloud second stanza & students write own connection
* Finish poem whole class/groups and flag connections using sticky notes
* Guided reading & Independent reading- focus on connections

Lesson 2: Growing as Readers

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| **Rationale: Readers set goals to enhance their reading lives. Students will learn how to reflect on their reading habits and make plans for growth.** |

* Read aloud *Henry and the buccaneer bunnies*: start from page “the 1st thing henry did was was build a two story hut” to end of story
* Reread last three lines and ask students what they believe the message is
* Read aloud the questions from Appendix “Examining my reading habits” (page 86) and allow time for students to complete
* Guided Reading focus on inferencing

Lesson 3: Talking About Books!

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| **Rationale: Readers share ideas with others to make connections and become stronger readers.  Students will learn how to exchange ideas with their partners to deepen their understanding of texts.** |

* Anchor chart: Leading our way to meaningful conversations
  + also use appendix *Talking about books (*page 92)
* Parts of a book that stick out:
  + Shock and/or surprise me
  + Make me laugh, cry, or feel a strong emotion
  + Allow me to think about something in a new way
  + Remind me of something in my own life
* Read aloud first paragraph of *excerpt from zoobooks: Animal Champions* (page 37) and model thinking
* Finish article and have students flag interesting parts
* Have students use conversation starters to respond to parts that they flagged in groups

Lesson 4: Preparing for Book Talks

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| **Rationale: Readers maintain focus, read independently, and prepare for book talks. Students will learn how to stop and jot to notate their thinking in preparation for discussions about texts. Students will revisit and practice respectful listening and speaking behaviors.** |

* Discuss how stopping & jotting down thoughts of parts we enjoy or want to understand better help us to prepare for conversation
* Read aloud: shared text *The Twister* (page 32)
* model forming a connection to 1st time on a rollercoaster and how inviting others to share similar thoughts foster more focused discussions
* Read aloud shared text poem *Great Travels* (page 28) and have students practice stopping and jotting to connections
* Form groups and have students use Discussion Starters to use in conjunction with connections

Lesson 5: Maintaining our Focus

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| **Rationale: Readers understand the importance of building stamina or being able to read for prolonged periods of time. Students will learn how to maintain their focus and read for understanding during independent reading times.** |

* Go over Appendix “How to Stay Focused” (page 103)
* Read aloud shared text *Why bears sleep all winter: A tale from lapland*
  + *1st read title,captions, and pictures: previewing text gives you idea about what you will be reading*
  + *Read 1st & 2nd paragraph  and summarize (retelling)*
  + *Continue reading and go over helpful strategies used*
* Allow students to share what helped them
* **\* can make a chart together of strategies used and strategies would want to use to become stronger readers**
* Guided Reading focus: retelling and Sequence of Events

Lesson 6: Being a Careful Reader

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| **Rationale: Readers understand that reading is a process of making meaning and pay attention when meaning breaks down. Students will learn how to monitor their reading for understanding and reread and/or change their reading rate to make sense of a text.** |

* What are good strategies to use when you realize not everything is making sense or you come across new words?
* Chart: Readers Build Good Habits
  + Recalling experiences
  + All things we’ve read and learned about
  + Things we notice or observe
  + Context clues
  + Appendix *When Meaning Breaks Down* (page 109)
* Shared text: *insects: Using Color to Keep Alive*  (page 35)
* Read first paragraph and point out tricky word “imitate” and model strategies to determine meaning
* Place students in pairs to complete article underlining unknown words and use background knowledge and context clues

Lesson 7: Seeing the Movie in My Mind

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| **Rationale: Readers of fiction visualize the story unfolding like a movie in their minds. Students will learn how to create mental images based on rich descriptions in the text.** |

* Read aloud: *The Bee Tree* - read the two page spread starting with “Mary Ellen and her grampa…” slowly and dramatically
* Display appendix *Seeing the Movie in My mind*  (page 115) & sketch visualization, pointing out that you use the author’s words and add own ideas based off what imagining
* Read the entire page towards the end of the book that starts with “Everyone set about to build a smoke fire from twigs…”
* Have students turn & talk to plan what details to draw in each frame and then sketch
* Guided Reading/Independently: students sketch visualization

Lesson 8: What’s the Story?

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| **Rationale: Readers use the essential elements of the fiction genre to make meaning. Students will learn how to utilize story elements and writer’s craft techniques to deepen their understanding of texts.** |

* Identifying the story elements allow the readers to understand important details in the story and also make inferences, or use clues to determine the main theme the writer wants to share
* Choose *plot chickens*  or *Henry and the buccaneer bunnies*
* Students work in pair to complete story maps (page 119)

Lesson 9: What’s it Really All About?

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| **Rationale: Readers of poetry create personal meaning from texts by blending what they read with relevant prior knowledge or schema. Students will learn how to infer or draw conclusions about big ideas in poems.** |

* Shared Text: *Ducks on a Winter Night*  (page 26)
* Use clues from text and schema to infer big idea
* Read aloud one
  + Discuss how descriptive details help to create vivid picture in mind
* Reread 1st two lines
  + Form connections and write on sticky notes
* Read rest of poem and model how to form inference
* Distribute copies of poem *My name is…* (page31) to partners and have pairs form connections and infer message
* \* can add to Good Strategies Chart

Lesson 10: Reading to Learn!

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| **Rationale: Readers of nonfiction use the elements of the genre to make meaning. Students will learn how to use nonfiction text features to determine what is important and to identify the key ideas.** |

* Shared text: *learning about whales* (page 29)
* Read through 1st page of text and go over text features as you encounter them
* Chart: Features of Nonfiction
* Students work in pairs to read page 2 and discuss which text features were included and were helpful