Unit Planner: 6. Series Reading: Reenacting Character Clubs
Reading 1

Wednesday, January 8, 2020, 10:38AM

OS/MAISA > 2019-2020 > Grade 1 > English Language Arts > Reading 1 (**OS/MAISA**) > Week 26 - Week 31

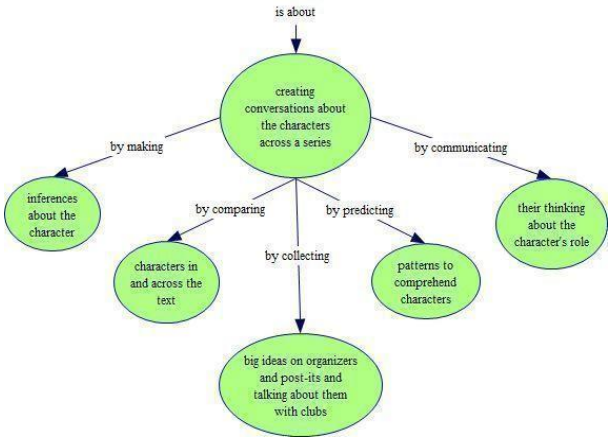
6. Series Reading: Reenacting Character Clubs

Unit of Study

Overarching Questions and Enduring Understandings

How do readers follow characters across books and talk to others about these noticings?

Graphic Organizer



Graphic Organizer

Unit Abstract

There are many reasons to have students read series books. Children's comprehension is shepherded when they come across characters and settings, again and again, book after book across a series. This supported learning naturally occurring in series reading is also aligned with the Common Core Standards. The introduction of a single book in a series will open the door for readers to feel set-up to read all the books in the series. The work, too, allows readers to step into the more complicated work of following characters across multiple books, much like the thinking they will encounter when they follow characters across multiple chapters once reading multichapter books.

Groups of three to four readers, or clubs, will play an essential role in helping readers to use their thinking, flagged pages and short jots to talk more to other readers about similar tiles of books in a series. The option of leaving readers in partnerships is an alternative given teachers' comfort levels with classroom management to support larger groupings. Either way, readers will pull from previously learned strategies and integrate what they know about characters into and across series books. This unit consists of 24 planned sessions amounting to a five week unit of study but could easily take the addition of another five lessons as teachers follow the needs of their students. If a reading unit lingers into six weeks of focused study there is no need for concern.

The first concept, *Readers read and reread to pay attention to characters thinking and feeling*- asks readers to remember all that they already know how to watch and learn about characters. Readers will learn to pay attention to characters actions, speech, gestures, expressions and feelings all with the goal of stepping into their characters shoe's to reenact scenes from their stories. Reading in series, readers will take more time to observe and list their series characters traits and feelings, across multiple titles, so that readers can read with a voice matching the character's mood, feelings and actions.

The next concept, *Readers find the important parts of stories and talk and think about them*- will make readers see their characters in the scenes of their stories. Seeing the tiny details of the scene will help readers pay attention to the world of their character. Readers will pay attention to the entire story in an effort to understand "big happenings" and how these big events impact the central message and/or lessons in their stories. Readers will continue to reread and reenact the series reading with partners but combine into clubs part way through the concept.

The third concept, *Readers pay attention to patterns to comprehend characters*-sets readers up to see the predictable patterns of series books. Readers will watch for patterns and determine which patterns are most important to their character and stories. Readers will also compare characters from one series across multiple titles within a series and also compare two different characters from two different series.

The last concept, *Readers read and reread more challenging books with book clubs*-positions readers to find their super reading power to solve reading problems on their own as they step into increasingly more challenging text. Trying everything themselves, checking if parts look right and sound right and fixing with rereading are all strategies in review but needed in light of readers encountering longer words, complex phrases and play with words. Readers will benefit from demonstrations that show multiple strategies working together to problem solve. Teachers will want to consider the challenges readers are facing and weave these situations into this strategic work.

Content Expectations/Standards

MI: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K-5

MI: Grade 1

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.1.1. Ask and answer questions about key details in a text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.1.3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

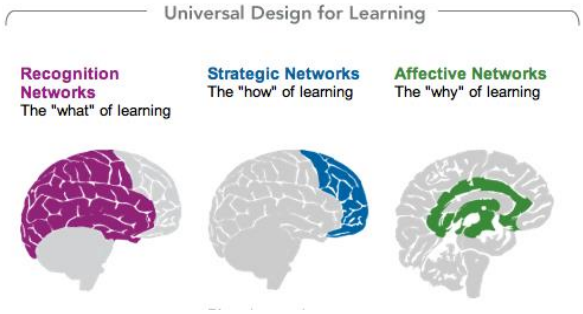
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Unit Level Standards

What is Universal Design for Learning (UDL)?

UDL is a research-based framework that focuses on proactive design and delivery of curriculum, instruction and assessment. UDL provides opportunities for every student to learn and show what they know, with high expectations for all learners.

Each student learns in a unique manner so a one-size-fits-all approach is not effective. UDL principles create options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning. (NY DOE)



UDL
Universal Design for Learning

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. **Range of Reading and Level of Text Complexity** **10. Read and comprehend complex literary and informational texts independently and proficiently.** RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. **Reading: Foundational Skills** **Fluency** **RF.1.4. Read with sufficient accuracy and fluency to support comprehension.** a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Speaking and Listening** **Comprehension and Collaboration** **1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.** SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1c. Ask questions to clear up any confusion about the topics and texts under discussion. **2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.** SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.** SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **Presentation of Knowledge and Ideas** **4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development,**	

and style are appropriate to task, purpose, and audience.

SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.1.6. Produce complete sentences when appropriate to task and situation.

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Essential/Focus Questions

1. How do readers read and reread to pay attention to character's thinking and feeling?
2. How do readers find the important parts of stories and talk and think about them?
3. How do readers pay attention to patterns to comprehend characters?
4. How do readers read and reread more challenging books with book clubs?

Key Concepts

designing individual goals
increasing depth of conversation in partnership
preparing for conversations in the midst of reading and with partner
synthesizing text across series books

Assessment Tasks

Intellectual Processes

Application
Communicating
Synthesizing
Organizing

Lesson Sequence

Concept I: Readers Read and Reread to Pay Attention to Character's Thinking and Feeling

Session 1 Readers step into characters' shoes and pay attention to how they act and speak
Session 2 Readers pay attention to characters gestures and expressions and reenact them with partners
Session 3 Readers pretend they are in a movie and act like the characters in their books
Session 4 Readers flag pages where their characters have strong feelings
Session 5 Readers reread aloud to partners using their voice and gestures to act out the characters in their books
Session 6 Readers reread to match their voice to the story and characters
Session 7 Readers flag pages where characters show a change in feelings, thinking or acting
Session 8 Readers coach partners on ways to reread and reenact their character's feelings and actions

Concept II: Readers Find the Important Parts of Stories and Talk and Think about Them
Session 9 Readers see the scene in their minds before acting it out

Resources

Resource Materials Packet

Session 10 Readers see all the tiny details by adding more to the scene than what the words and pictures show Session 11 Readers pay attention to the entire story and all the characters to understand more Session 12 Readers work with clubs reenacting, coaching and talking to grow a scene Session 13 Readers reread and reenact places with clubs where something big happens to characters Session 14 Readers reread and reenact by switching roles and offering suggestions **Concept III Readers Pay Attention to Patterns to Comprehend Characters** Session 15 Readers know series books are predictable and find patterns and talk about them Session 16 Readers know patterns are in stories for a reason and say, “This pattern is Important because it tells me…” Session 17 Readers compare their characters from one book to another in the same series Session 18 Readers compare their characters to characters in different series **Concept IV: Readers read and reread more challenging books with book clubs** Session 19 Readers remember all the strategies they can try by themselves to problem solve Session 20 Readers pay attention when something doesn’t sound right or make sense and take the time to problem solve Session 21 Readers fix-up reading after making it look right and make sense by rereading Session 22 Readers offer support to their partners with word solving when rereading Session 23 Readers revisit/reread/reenact a favorite story or character to showcase their reading growth Session 24 Readers showcase a favorite story or character for another club to celebrate Lesson Plans (Word)	

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