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<td><strong>Fluency</strong></td>
<td>RF.5.4: Read with sufficient accuracy and fluency to support comprehension.</td>
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<td>a. Read on-level text with purpose and understanding.</td>
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<td>c. Use context to confirm self-correct word recognition and understanding, rereading as necessary.</td>
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<td>RL.5.5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</td>
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<td>RL.5.6: Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
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<td>Integration of Knowledge and Ideas</td>
<td>RL.5.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folklore, myth, poem).</td>
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<td>RL.5.8: Explain how an author uses reasons and evidence to support particular points in a text, indentifying which reasons and evidence support which point(s).</td>
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<td>RL.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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<td><strong>Range of Reading and Level of Text Complexity</strong></td>
<td>RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</td>
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<tr>
<td><strong>Writing</strong></td>
<td>W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
</tr>
<tr>
<td>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</td>
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<td>b. Provide logically ordered reasons that are supported by facts and details.</td>
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<td>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</td>
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<tr>
<td>d. Provide a concluding statement or section related to the opinion presented.</td>
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<td><strong>Production and Distribution of Writing</strong></td>
<td>W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3).</td>
</tr>
<tr>
<td>W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)</td>
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<td>W.5.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</td>
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<tr>
<td><strong>Research to Build and Present Knowledge</strong></td>
<td>W.5.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
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<tr>
<td>W.5.8: Recall relevant information from experiences or build relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
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<td>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td>a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).”</td>
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<tr>
<td>b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</td>
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<td><strong>Range of Writing</strong></td>
<td>W.5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</td>
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<tr>
<td><strong>Language</strong></td>
<td>L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>a. Use comma to separate an introductory element from the rest of the sentence.</td>
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<td>b. Spell grade-appropriate words correctly, consulting references as needed.</td>
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<td><strong>Knowledge of Language</strong></td>
<td>L.5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
<tr>
<td>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</td>
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<td>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</td>
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<td><strong>Vocabulary Acquisition and Use</strong></td>
<td>L.5.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</td>
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<tr>
<td>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of standard English capitalization, punctuation, and spelling when writing.</td>
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<tr>
<td>d. Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
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<td>L.5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
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<td>L.5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</td>
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Unit Title: Thinking, Talking, Reading, and Writing about Literary and Informational Texts

Overview: During this unit, students will read and conduct short research projects and participate in book club discussions. Teachers will teach students to have deep conversations about stories with many layers of meaning during a daily read aloud and students will transfer the conversational strategies learned during interactive read aloud to their book club discussions. In their discussions, students will analyze points of view from which stories are told and describe how different points of view affect how the events are described, analyze and grow theories about characters, and understand the setting from which a historical fiction story takes place. While reading informational texts, students will learn to synthesize information and learn to speak and write about a topic knowledgeably.

Focus Standards:
- **RI.5.10:** 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 4-5 text complexity band independently and proficiently.
- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
- **RL.5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- **RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **W.5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

Supporting Standards: **RL.5.1, RL.5.9, RI.5.1, RI.5.3, W.5.2, W.5.8, W.5.9, L.5.1, SL.5.4**
Read Aloud Recommendations: To support students’ book club discussions, it is recommended you read aloud a historical fiction chapter book. The following lesson seeds refer to Number the Stars by Lois Lowry. The purpose of the read aloud is to teach students to think and talk deeply about the characters, setting, and plot of a historical fiction. Since the emotional atmosphere and character development are the focus of the first two or three chapters of most historical fiction books, you will notice the seeds often recommend that students (and the teacher) reread the same chapter(s) for different purposes. The following seeds only take the teacher and students through the first three chapters of Number the Stars. Attached you will find a list of possible mini-lessons to support students’ thinking as you continue to read aloud and they continue to notice similar characteristics and structures within their book club books, which should also be within the historical fiction genre.

Reading Workshop is the recommended framework for standards-based reading instruction. The workshop framework is a cycle of differentiated support that begins with whole group instruction, narrows to small group and individual instruction based on student need, and concludes with whole group sharing. Assessment and intervention are embedded within the workshop framework.

Classrooms that do not use a workshop framework are expected to implement research-based reading instruction daily. Research-based reading instruction provides daily opportunities for students to experience: interactive read alouds, shared reading, whole group mini-lesson, small group instruction, conferring with a teacher, independent reading practice, thinking, talking and writing in response to reading, and closure. Teachers meet with small groups of students on a rotating basis and meet with the lowest achieving students daily. Targeted interventions are provided for students who need more support. Whole group, small group, and individual instruction should be standards-based.

This unit includes multiple lesson seeds. Lesson seeds include objectives, learning targets, sample activities, anchor charts, thinking stems, and formative assessment suggestions. Lesson seeds should be used to build or grow a learning experience, and are for the whole group mini-lesson. A learning experience includes standards, learning targets, materials, formative assessment opportunities, mini-lessons (e.g., teach/model/demonstrate, guided practice), daily work time (e.g., guided reading, focus groups, and/or book clubs) and daily group sharing (reflection and evaluation of the learning). A learning experience and some lesson seeds are designed to take multiple days. For example, the mini-lesson might take one or two days, the guided practice would become the mini-lesson for the following day, and possibly extend to the next day. In addition, based on formative assessment, if the majority of students did not understand the mini-lesson concept, seeds may be repeated with different texts or excerpts. If some of the students did not understand the mini-lesson concepts, small group instruction and teacher led conferences are utilized to reteach, reinforce, and support students who need additional help.

Although it may take more than one day to get through one seed, always remind readers of the focused learning target at the end of the daily mini-lesson. Then, send readers off to read on their own with a directive relating to the mini-lesson for their independent reading and writing. After work time, readers are gathered again to discuss and share the strategies and thinking they used while reading and writing and how they might have grown as readers.
Interactive read alouds, as well as on-level shared reading experiences allowing students to see and hear fluent reading of the text, should be included daily in addition to the reading during the mini-lessons. Many seeds revisit texts that have previously been read in prior experiences of shared reading and/or read alouds.

Word Study should occur daily within the context of reading. The purpose is to promote understanding of how words work and how to use them to effectively communicate ideas. This may occur as the workshop mini-lesson, as a focus group, during guided reading, during read aloud, during content area instruction, or as targeted word work instruction. Students will need the opportunity to apply the learning during authentic reading and writing. At the 4/5 level, Word Study should occur daily within the context of reading. The purpose is to promote understanding of the various ways we use words to effectively communicate ideas as well as how we use knowledge of roots and affixes to comprehend what we read. Writing Standards 1-6 and most Language Standards will be taught during Writing Workshop. However, these standards will reinforce and will support the learning within these units.

Handwriting Instruction – During this six-week unit, students in fifth grade should receive cursive writing instruction on a daily basis as part of their word study and writing times. Appropriate letter and word formations are expected and reinforced as students engage in authentic writing tasks. The JCPS Handwriting Map, which includes a link to resources to support instruction in letter formation, can be found on our website.
Objective: Students will apply understanding of a genre when speaking or writing about a text.

Learning Target:
I can analyze the characteristics of a historical fiction story and understand how the setting is part of the problem.

Note: This seed leads students into a historical fiction genre study. To begin a genre study, students should be immersed in reading and discussing the characteristics of the genre. Gather several historical fiction picture books [LINK] to share during your daily read aloud and begin to gather historical fiction chapter books for groups to read in book clubs.

A study of historical fiction was chosen because students will read books with more complex settings once they read books beyond DRA level 38 and a historical fiction is set in a time and place unfamiliar to students. As you read aloud over the next couple of weeks, you will take your readers deep into analyzing a historical fiction book and support the transfer of this thinking during short, focused mini lessons. Students will apply their new thinking to historical fiction books they choose to read independently and have discussions with classmates who are reading the same book in a book club format.

In preparation for the book clubs (which begin with lesson seed #6), you will need to identify 5 or 6 titles your book clubs will read. Titles may include My Brother Sam is Dead, Bud, Not Buddy, or The Watsons Go to Birmingham, all by Christopher Paul Curtis. You may also consider The Year of the Boar and Jackie Robinson by Betty Bao Lord, Sarah Plain and Tall by Sarah MacLaughlin, The Sign of the Beaver by Elizabeth George Speare, or any book from the Dear America series. You will need to gather several copies of each title for students to preview and later read.

Interactive Read Aloud: (must occur prior to the mini-lesson) Discuss with students the characteristics of a historical fiction (see following sample chart). Read aloud a historical fiction picture book such as The Memory Coat by Elvira Woodruff (Making Meaning and Project Care text), stopping to think and talk about the historical elements embedded within the fictional story. Model taking notes about the historical information provided within the story and allow students to turn and talk throughout the book about the time, place and event upon which the story is based.
Activity (mini-lesson): (RL.5.10, RL.5.9, RL.5.1, RL.5.3, L.5.6, W.5.9a, W.5.10) This seed is intended to span more than one mini-lesson. Begin by bringing students’ attention to the characteristics of a historical fiction chart. Referring to The Memory Coat or the recent historical fiction read aloud, model thinking about the characteristics by completing the chart shown below. As you fill in the chart, model looking back through the book to locate information as needed. You may also refer to Steal Away Home or another historical fiction your class has in common.

The Memory Coat by Elira Woodruff took place in Russia at the beginning of the 20th century. The characters, who are fictional, are Rachel and her family, and Grisha, an orphan boy who lived with Rachel’s family. The historical information helps me understand the problem in the story. The problem is that Grisha was marked with an “E” at Ellis Island because he had a sore on his eye. He would be sent back to Russia! We know from the story that Russian-Jewish families were fleeing their country because Cossacks were coming through Russian shtetls looking to kill anyone who was Jewish. Continue thinking aloud while completing the chart.
Upon completion of the chart, think aloud about how the setting and historical information are critical elements to the problem. If the setting was to change, the problem would likely not exist.

Guided practice: (this may occur during the next mini-lesson) Provide students with a short historical fiction book or story such as “Fall Comes to Appalachia” (5th grade CQ, volume 4) and the attached think sheet (LINK) to guide their thinking. Upon completion of the chart, students should record in the reader’s notebook how the setting and historical information are important to understanding the problem.

**Work Time:** Provide students with historical fiction picture books to read independently. Students should read through the book one time, then return to the book as needed to complete the chart. Upon completion of the chart, students will record in their reader’s notebook how the setting and historical information are important to the problem in the story.

**Share:** At the conclusion of each reading workshop, bring the whole group together and quickly share what they have learned about the historical fiction genre, using examples from books they are reading.

**Thinking Stems/Anchor Chart:**
- What events in the story are directly related to the historical period?
- Explain how the setting is directly related to the problem in the story.

**Formative Assessment Opportunities:** As students read historical fiction books independently, they should be able to separate the historical information presented in the text from the fictional story, which often includes the characters. Have students respond to the following question(s) in their reader’s notebook:
  - What historical information from your book was important to the plot of your story? Explain why it was important.
  - Explain how the setting is an important part of the plot. How does the setting contribute to the problem?
  - Choose one characteristic of historical fiction from the class chart and explain using examples from the book you read.

**Objective:** Students will determine the meaning of and be able to use grade-appropriate words and phrases through conversation and when reading and writing.

**Learning Targets:**
I can determine the meaning of grade-appropriate words and phrases.
I can use grade-appropriate words and phrases acquired through reading and responding to text.

**Note:** This seed focuses on vocabulary words and should be repeated on a consistent basis. The focus is on Tier 2 words, which are “likely to show up with high frequency and includes words like fortunate, desperate, and alienate. They're words that teachers need to use when speaking with students and focus on when teaching vocabulary.” (Taberski)

**Activity:** (RI.5.4, RL.5.4, L.5.6) This activity is called “Words Words Words” and is taken from Taberski’s Comprehension from the Ground Up: Simplified, Sensible Instruction for the K-3 Reading Workshop.
1. Identify Tier 2 words from text. The Tier 2 words you choose should be words you want students to become more familiar with and eventually own. To “own” a word, students need to interact with it repeatedly over time until they understand what it means when they read it, hear it and can use it in oral and written expression. **Goal:** add 6-10 new Tier 2 words to the “Words Words Words” chart each week.

2. Write each word on a sentence strip that has been precut to fit the width of your “Words Words Words” chart. This chart needs to remain posted and available to students.

3. When adding a word to the chart, reread the sentence from the book in which the word was found and discuss its meaning. Give students a sample sentence that contains the targeted word and also ask them to think of a sentence with the word. Have students share their sentence.

**Work Time:**

4. Attach the word strips to the chart and explain to students that they are to be on the lookout for the words as they read, write and hear conversations during work time. If students find one of the Tier 2 words in a book they are reading or use one of the words in their writing, they should place a post-it note by the word. If students hear or use a word in conversation, they should write the sentence down.

As whole-class meetings occur, students should bring with them their book, piece of writing, or paper with the oral sentence they’ve recorded. This is a time for students to share.

**Share:**

5. Ask students each day to share one of their “found” words. Allow several students to read the sentence, omitting the targeted word so classmates have to fill in the blank.

6. Once the missing word has been identified, place a tally mark next to the word on the chart. Be sure to ask students why they chose that word over the others on the chart. This will help children realize that they should consider the context in which a word is used to determine meaning.

**Thinking Stems/Anchor Chart:**

- A chart is necessary to post the words of the week. This chart is to stay posted at all times.

**Formative Assessment Opportunities:**

- Are students using the Tier 2 words correctly in their own writing?
- Are students marking the Tier 2 words when they come across them in books they read?
- Are students coming prepared to the class meetings, ready to share?
- If students are struggling with any of the above, it may be best to provide additional support during small group instruction.
**Objective:** Students will conduct short research projects by reading multiple texts on the same topic and integrating information learned.

**Lesson Seed #3-Informational**

**Learning Target:**
I can integrate information from several texts on the same topic.

**Activity:** (RI.5.9, RI.5.1, RI.5.3, RI.5.6, W.5.10, W.5.2, W.5.9b, W.5.8) This seed is intended to span more than one mini lesson and should be repeated using different texts and different topics. With your students’ interests in mind, choose a topic for reading. You will need several sources on the same topic. For example, if your students choose to read and learn about Egyptian mummies, you might use an article such as “All Wrapped Up: The Many Tasks of Mummy Makers” or “Help Wanted” both from Toolkit Texts grades 6-7. You can also use portions of books such as Pharaohs and Foot Soldiers: One Hundred Ancient Egyptian Jobs You Might Have Desired or Dreaded or Mummies and Pyramids, both from your classroom library. You may also choose to use informational text that supports your current science or social studies lessons.

Provide students with copies of at least two different resources on the same topic and have them preview the texts. Model how you preview the text and record what you expect to learn from the articles on the chart under the heading “content.” Be sure to think aloud and use the headings, pictures and captions, and any other text features. In the “What I Think I Know” column, students should write what they know about the topic.

During your next mini-lesson, model reading sections from both texts and synthesizing new learning. Place new learning on the chart. It is important to tell students how you read from both articles and integrated the knowledge you gained.

**Guided Practice:** (this may occur during the next mini-lesson) You may have students work with a partner. Students continue to preview the text and determine additional content they will learn from the texts. Then, have students think about what they already know about the topic and record this information on the chart.

Students read an excerpt from both texts, integrate knowledge and record on the chart. This will take a great deal of support and you will want students who do this successfully to quickly share their thinking with the class.

**Work Time:** Students read texts on the topics and keep track of new learning and wonderings. If an idea from “What I Think I Know” is confirmed, readers would place a check mark under “C” and if the reader realizes an idea is a misconception, readers would place a check mark under “M”. While students are working, you will want to either circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction. This will also be the time you would pull a guided reading group, if needed.

As students gain knowledge of the process, they should choose their own topics, conduct their own research and keep track of their learning and wonderings in their reader’s notebooks.

**Share:** Bring the class back together as a whole group. The purpose of this time is to lead a discussion about the process of integrating knowledge from multiple sources.
### Anchor Chart/Thinking Stems:

**Topic:** Egyptian Mummies

<table>
<thead>
<tr>
<th>Content</th>
<th>What I Think</th>
<th>C</th>
<th>M</th>
<th>New Learning</th>
<th>Wonderings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Egyptians mummify the dead</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jobs involved in the mummification process</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steps in the mummification process</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Key:** C – Confirmed, M - Misconception

- How did you confirm or determine a misconception as you read?
- What have you learned about ________?
- How do you think you can find the answer to your questions?

### Formative Assessment Opportunities:

- Students write an informative text to convey ideas learned from reading multiple texts. 
  (W.5.2)

### Objective:

Students will read and comprehend books at the high end of grades 4-5 text complexity independently and proficiently.

### Lesson Seed #4 - Literature

**Learning Target:**
I can preview a historical fiction book to gather information about the characters, setting, and plot.

**Note:** Prior to this lesson students will need to be placed in their book clubs and know what book they are going to read. Depending on the needs of your students, you will have to decide how to honor choice while ensuring students are able to understand the book they select. You will also need to select the historical fiction chapter book you will read aloud to your students. See the [LINK](#) for additional historical titles. You will also want to read the [LINK](#) that provides tips for getting started with book clubs.

You will use the read aloud book to teach students to think deeply and talk about literature. The read aloud section of each seed should occur during your read aloud time and not during your daily mini-lesson. During the read aloud, you will model fluent reading, deep thinking and discourse strategies. During the mini-lesson (activity), you will use sections what you have previously read aloud to teach students strategies that will help them become proficient readers.

The recommended read aloud is **Number the Stars** by Lois Lowry. If you have already read the book with your students and/or seen the play, it is still recommended you reread the book to your class over the next couple of weeks. The work they will be doing with the text will provide a new way to think about the story and the history that is woven into the story.
Activity (mini-lesson): (RL.5.10, RL.5.9, RL.5.1, RL.5.3, L.5.6, W.5.8, W.5.9) Provide students with a copy of the front cover, back cover, and first two pages of Number the Stars by Lois Lowry. Tell students that a good reader collects information about the characters, setting, and plot by previewing the book. They also begin to think about questions they have.

Think aloud as you model how to preview a book to gather information about the characters, setting, and plot. Share questions you have as you preview. As you think aloud, take notes on your thinking.

When I preview a book, there are four parts I look at to gather information that might tell me about the plot of the story. I look at the front cover, the back cover, the table of contents if included, and lastly, I look at the first page or two of the book. Let’s begin with the front cover. The title of the book is Number the Stars and I see the Star of David is a large part of the cover. I know that the Star of David is an important symbol in the Jewish tradition and I remember its importance in Star of Fear, Star of Hope (or another book or reference you can make with your students to show them how you apply background knowledge). I’m wondering about the role of the Star of David in this book. I also see a little girl who looks a little sad. Her clothing looks a little old-fashioned so I’m thinking this story may take place a long time ago. The author is Lois Lowry and this book is a Newbery Medal winner!

When I look at the back cover, I see the blurb. The blurb is usually located on the back cover and it provides a brief synopsis of the book. Read the blurb aloud. Think aloud the information gathered from the blurb. Be sure to track your thinking directly on the copy of the blurb as you think aloud. Encourage students to track their thinking as well.
Guided Practice: (this may occur during the next mini-lesson) Students continue previewing the table of contents and the first two pages of the book. If students have already read or heard the book read aloud, this work is still important because it requires that students read carefully and pay close attention to the details provided by the author. Before sending students off to work independently, bring the class back together to discuss the information gained while previewing.

Work Time: Provide students with copies of the front cover, back cover, and first pages of their book club books. This will allow them to write and/or highlight directly on the pages. Students should preview their book independently, record their thinking, and then discuss with their book club. While students are working, you will want to either circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction. This will also be the time you would pull a guided reading group, if needed.

Share: Bring the class back together as a whole group. The purpose of this time is to lead a discussion about the process of previewing books. What important information were students able to gather from their previews?

Thinking Stems/Anchor Chart:
- Where does this story take place?
- On which historical event or time period is the story based?
- What do you know about the characters?
- What problem(s) are the characters likely to face?

Formative Assessment Opportunities:
Students should use their notes to write a response to the following question in their reader’s notebook:
- What do you know about the characters, setting, and problem of your book?
- What information does a reader get when they preview a book?
Lesson Seed #5-Literature

Learning Target:
I can use details to determine the emotional atmosphere of a historical fiction.

Note: Lucy Calkins states, “Readers will hear (and, we hope, feel) that setting is intimately related to atmosphere and mood. Urge your students to be alert to the emotional setting as well as the physical setting - to realize that a setting incorporates not just physical details but a sense of how a place feels.”

Readers are going to think about how an author creates a fictional story set in the midst of real historical events. The setting of these stories are as important as the story itself and as a reader, we have to pay close attention to the details that tell us what it was like to live in this place during this time.

Prior to lesson, begin a chart with “Conversation Prompts” and add the following prompts: I agree because... I thought that too because..., I agree, but look where it says, ..., I disagree because..., and Building on to what ______said, ...

Interactive Read Aloud: (must occur prior to the mini lesson) (SL.5.1, W.5.10, W.5.9a, SL.5.4, L.5.1, L.5.6, RL.5.1, RL.5.2, RL.5.10) Before reading aloud, pair students with a partner. This partnership should stay the same for the entire book. During the read aloud you will be introducing strategies for discourse that students will use during their book club conversations.

Read aloud the first five pages of Number the Stars by Lois Lowry. Stop and have students quickly jot any new information they have learned about the characters, setting, or plot. After jotting, have students turn and talk about their thinking. Right now, jotting is a way for a student to “hold” their thinking and mentally plan for a conversation. After one student shares their thinking, the other student must respond using one of the conversation prompts. Listen in as they talk. Many students will agree, because it is easier to do so. If you hear someone disagree and explain why, ask them to recreate their conversation for the class. Remember, this read aloud is about learning to carry on a conversation about ideas in a book. We do not want each student reading their post-it and then their partner doing the same. Depending on the needs of your students, you may need to model how to use the conversation prompts or provide more practice. Do not read beyond page 5 during this read aloud session. Chapter one contains a lot of information and will need to be revisited during the next few mini lessons.
Activity (mini lesson): (RL.5.3, RL.5.10, RL.5.1, W.5.10, W.5.9, L.5.6, SL.5.1) Explain to students that readers play close attention to details that provide clues to how it feels to live during the time and place in which the story takes place. Without the setting, sometimes the character would not have a problem. For example, if it were not for the German occupation in Denmark in the early 1940s, this story with Annemarie and Ellen would not take place. In historical fiction stories, the details provide readers with information about the difficulties associated with change or conflict. Project page 2 of Number the Stars and read aloud from the paragraph beginning with “Annemarie looked up, panting... Read to the end of the page and pause to think aloud about how it feels to be a young Danish girl stopped by a German soldier during the German occupation in 1943. It is very important to show the students the exact details you used to infer the emotional atmosphere. For example, you might circle the paragraph that begins with “Annemarie looked up” and say, up to this point in the story, Annemarie, Ellen, and Kirsti seem to be just like any kid we know running and having a good time on their way home from school. We know the setting is Copenhagen, but it really doesn’t matter until this paragraph. We begin to see that Annemarie is scared. The soldiers stopped her and she was terrified. Point to any sentence that shows how Annemarie feels and explain how you, the reader, think about how it must feel to live in this place, at this time.

Guided Practice: (this could occur during the next mini-lesson) Continue rereading the next page, asking students to think about how the details help them understand the emotional atmosphere. Tell them to pay close attention to what kind of place Copenhagen is, or what it is becoming. Students should jot their thinking. After students have written their thoughts, they should turn and talk, sharing their thinking. As students are talking, identify one or two students to share their thinking, and then tell students that today during work time, they should read the beginning of their book club books, pay close attention to the emotional atmosphere of the time and place, and write their thinking. If your students need a visual of how to organize their thinking, you may provide them with options such as a t-chart with physical setting/emotional setting.

Work Time: During work time students should read the beginning of their book club book, pay close attention to the details that provide the reader with a sense of the emotional atmosphere and record their thinking. While students are working, you will want to either circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction. This will also be the time you would pull a guided reading group, if needed. Toward the end of work time, have students meet with their book club and discuss the details they used to get a sense of how it felt to live during their particular time and within their particular place. Before book clubs begin to discuss, redirect their attention to the “Conversation Prompt” chart. Listen in and ask a group to quickly share with the rest of the class.

Thinking Stems/Anchor Chart:
- Which details help you understand how this place feels?
- How does this place seem to you? What makes you think that?
- Why is it important that the reader understand the emotional atmosphere?
Formative Assessment Opportunities:
- Listen in as students discuss during guided practice and book club discussions. Also pay close attention to the notes students take about how the setting feels. Students who have difficulty identifying the emotions involved with the story will need small group instruction. You may need to isolate specific details within the text and discuss with a student or small group.
- Exit slip: Using details from the text, describe the emotional atmosphere of your book. What is it like to live in this place during this time? How do you know?

Lesson Seed #6-Literature

Learning Target:
I can keep track of multiple characters as I read.

Interactive Read Aloud: (must occur prior to the mini lesson) (SL.5.1, W.5.9a, W.5.10, SL.5.4, L.5.1, L.5.6, RL.5.1, RL.5.2, RL.5.10) Explain to students that the most important part of their book club is the conversations they will have with their club about their book. Refer to the “Conversation Prompts” chart and tell students that the goal of a conversation is to talk about one idea for a long time. Share with the students a part from Number the Stars where they can practice using one of the conversation prompts to talk about one idea. For example, reread the part of the text on page 5 where the soldier tells the girls to go home. When I read that the soldiers told the girls to go home, I thought hmmm...these soldiers may not be as bad as I first thought because they only asked the girls questions about where they were going and what they were doing. Have students turn and talk about what they think using the conversation prompts listed on the anchor chart. Listen carefully, noticing how well students respond to each other. When you bring students back together be sure to point out specific behaviors that you saw that are important to having an effective conversation. You may want to role play a conversation to make a specific point your students need to see.

Finish reading chapter one aloud, stopping at least one more time to share a thought you have about the text and have the students discuss the same idea with a partner using a conversation prompt.

Activity (mini-lesson): (RL.5.10, RL.5.3, RL.5.1,W.5.8, W.5.10, L.5.6) Tell students that the beginning of a book is very important because the author is introducing the main characters to the reader and helping the reader understand the characters well enough to understand the emotions involved in the problems they will face. We have already talked about the emotional atmosphere of the setting. Now we need to begin to understand the characters that live in this place during this time. With all the important information the author provides at the beginning of a story, it is often important to reread with a different purpose. Today, we are going to look back through chapter one, thinking about the characters we have met.

Model looking back through chapter one of Number the Stars and showing students how to keep track of characters by rereading and jotting a few notes about each character. Lucy Calkins suggests using boxes and bullets as an organizer.

Reread the first page of the book and model keeping track of the characters. On the first page, we are introduced to two characters, Ellen and Annemarie. I’m going to write their names and jot a few notes about each. Model for students what this process might look like.
Continue reading the next page and add Kirsti to the chart. At first all we know about Kirsti is that she is younger. Keep reading and add German Soldiers to the chart with a few characteristics that may be important to the story.

As we continue to read, we will learn more about the characters and we can add the important new information to our chart. For example, we know that Kirsti is younger than Ellen and Annemarie, but the author does not let us know that she is Annemarie’s little sister until page 4. Read the text on page four where Annemarie tells the soldier that Kirsti is her little sister. Then tell the students we will add to our character tracking chart as we learn more about the characters. Also, help students notice that you may not keep track of every character mentioned in the book because you may not think they will be important to the story. If the character becomes important later, we can always add them then.
Guided Practice: (this may occur during the next mini-lesson) Continue rereading chapter one of *Number the Stars* as students keep track of additional characters introduced in the chapter. Students should add Mrs. Johansen and Mrs. Rosen. If students have access to the book, you will not need to read aloud.

**Note:** Keeping track of characters should continue throughout the book. You and your students will want to keep track of Lise, Annemarie’s sister, even though she is deceased. She plays an important role in the overall theme of the book.

**Work Time:** Students will independently reread the first chapter of their book club books. (After we work through the beginning of the read aloud together and have lessons on the setup of a book, book clubs will decide how much they will read, but for these first few lessons, students will read and reread the beginning of the book with a specific purpose.) As students independently read, they should keep track of the characters and jot a few notes about each character. Students may also notice more about the setting and/or begin to develop a deeper understanding of the problems likely associated with the setting. While students are working, you will want to either circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction. This will also be the time you would pull a guided reading group, if needed.

With 10 minutes left in work time, you will want book clubs to get together and discuss their character tracking. Guide groups to keep the conversation focused on one character at a time and all members talk about the character. Remind students of the “Conversation Prompts” chart and ask them to use it as a guide. Listen in as groups discuss. You may notice a conversational skill you will need to celebrate or address.

**Share:** Bring the class back together as a whole group. Restate the learning target and ask a couple of students to share how rereading and tracking characters helped them organize their thinking about the book. You can also briefly ask students to respond to how the conversations went during their brief book club discussion.

**Thinking Stems/Anchor Chart:**
- Who are the characters that are introduced in the beginning of your book?
- What do you know about the characters?
- Who is telling the story? How do you know?

**Formative Assessment Opportunities:**
- During guided practice observe students as they are identifying characters and listing important details about those characters. Note students who are having trouble with this. You will want to pull these students for a reteaching focus group during work time.
- During work time, conference with students while reading their books and make notes about their reading. What are their strengths? What do they need help with?
- Review students’ reader’s notebooks. Students should have a few jottings about each character introduced at the beginning of their books. Many students will record physical features of characters, some will begin to list a couple of traits or even how the character feels.
Lesson Seed #7 - Literature

Learning Target:
I can use details from the text to construct a timeline of the story and backstory.

Note: As students begin to read more complex texts, the author often embeds the back story, or events that occurred prior to the beginning of the story, within the text. The events in the back story may be events from the character’s prior life or they may be prior events in history. For example, in the first chapter of *Number the Stars*, we learn that German soldiers have been in Copenhagen for three years, goods such as coffee and sugar are restricted, and Danish resisters have exploded factories that could have been utilized by German government. As far as prior events in the life of Annemarie, we find out that her sister, Lise, died prior to the beginning of the story. Readers must construct a timeline of events as they read. When reading a historical fiction, two time lines are emerging, the historical time line and the fictional story line.

Interactive Read Aloud: (must occur prior to the mini lesson) (SL.5.1, W.5.9a, W.5.10, SL.5.4, L.5.1, L.5.6, RL.5.1, RL.5.2, RL.5.10) Tell students you will continue to read aloud from *Number the Stars* and they will continue to practice the types of conversations they will have during their book club meetings. Explain that all book club members have the responsibility to come to book club discussion prepared. Each member must read the assigned pages, keep track of their thinking, and prepare for conversations. Today, during read aloud you and your students will continue to keep track of your thinking (just as you did with character tracking) and students will talk to their partner about their thinking. Tell students that readers keep track of their thinking in different places. Sometimes we record our thinking in our reader’s notebook. In our reader’s notebook, we might jot notes, make lists, or write long about a thought. Sometimes readers keep track of their thinking on post-it notes and place the notes right in the book where the thought occurred to them. The important thing is to keep track of your thinking so you can prepare to talk to someone about the book.

Read aloud chapter 2 of *Number the Stars*, stopping to jot your thinking. Be sure to think out loud, explain your thinking, and explain your process. You want students to be able to do the same work as they read and prepare for book clubs. For example, when Annemarie stops telling Kirsti the story and waits to see if Kirsti is really asleep, you might say, “hmmm… I’m thinking Annemarie is a very kind and caring big sister because she is telling her sister a story about a beautiful princess. What a nice thing to do. I’m going to jot a few notes about Annemarie in my notebook.” Project your notebook so students can see you record information about Annemarie. Continue reading, stopping again to think aloud, record your thinking and explain. For example, after reading page 13 about how Copenhagen used to be, stop and say, “I’m beginning to understand how Copenhagen has changed since the German occupation. We know that the German soldiers are intimidating and the people of Denmark can’t even get coffee or sugar. Denmark before the Germans came was a safe place. The king could even ride his horse around without a body guard. I’m going to jot a quick note on a post-it to hold my thinking. This may be something I want to talk to my partner about.” As you read, continue to track new characters that may be important to the story. You will want to track Lise. (suggested language) We have learned that Annemarie has an older sister, Lise, but we quickly find out that she died. I’m really wondering what happened to her. This is a big deal and is probably a big part of the story.
Continue reading the chapter, stopping two or three times to allow student to jot their thinking. You may wish to stop after Annemarie remembers the story Papa told her about King Christian. You may also wish to stop at the end of the chapter after we learn about Peter. You will want to keep track of Peter. He is very important in the story!

After students jot their thinking, they should talk about their thinking with their partner. Remind partnerships to use the conversation prompts. Listen in as students have conversations. Notice if they are talking about the same topic for a while or if they are jumping around between ideas. If you notice a partnership that talks along time on one topic, ask them to recreate their conversation for the group. As the class observes the conversation, ask them to pay close attention to how the partners kept the conversations going. Students learn from great models!

**Activity** (mini-lesson): (RL.5.10, RL.5.3, RL.5.1, W.5.8, W.5.10, L.5.6) Explain to students that an author has a big decision to make when they begin writing a book. They have to decide when the story will begin and what information from the past needs to be included. Provide students with a clear example such as, If I were going to write a story about my dog, Rosie, I might begin the story with the day we brought her home from the rescue shelter. I may begin with a scene that shows how happy Rosie was to play with kids and how excited my kids were running and playing with their new pet. But in my story, I may need to fill the reader in on a few things that happened before the day I brought home my new dog. I may want the reader to understand how the new dog has changed the emotional atmosphere around my house. To do this, I may need explain in a character's flashback, or memory, how it felt quiet and dull around the house before Rosie came.

Sometimes authors stop moving a story forward and fill the reader in on things that happened before the story began. This information is called backstory. Let me show you an example in *Number the Stars*.

Project the second page of chapter 2. Read aloud and stop when the author provides information from a time prior to the beginning of the story. For example, read aloud until it says, “Kirsti’s deep, even breathing told her that her sister was sound asleep.” This is happening right now in the story. Annemarie is telling Kirsti a fairy tale and she thinks her sister is asleep. The next sentence says, Annemarie stopped and waited to see if Kirsti was really asleep, but she was still. Look at the very next sentence, “Annemarie’s thoughts turned to the real king, Christian X, and the real palace, Amalienbourg, where he lived, in the center of Copenhagen.” Now, Annemarie is thinking. The author has stopped moving the story forward so we (the reader) can learn about something that happened...
before the story began. This is the backstory. If we draw a timeline of the story, this is what it would look like:

Keep reading and adding to the notes on the timeline about the backstory. Notice the inclusion of emotional atmosphere prior to German occupation (in blue) and a little about the emotional atmosphere at the beginning of the story (in green). During the scene in chapter 2, where Annemarie is telling Ellen a story, the author includes information about Copenhagen prior to German occupation (visually represented by the blue arrow from the scene to the backstory).

Guided Practice: (this may occur during the next mini-lesson) Provide students with a copy of pages 16 and 17. Have students read the remainder of the chapter, adding to the backstory on the Number the Stars Timeline AND continuing to track characters. There is important information to note about Peter at the end of the chapter! As students work, circulate to make sure they are reading carefully and pulling out the details that provide the backstory and the details about the characters.

Work Time: Students will reread chapter one of their book club books, reading closely for clues to the backstory. Students might work with their book club members to construct a time line. While students are working, you will want to either circulate the room, listening in to their reading or pulling small groups of students to provide focus group instruction. This will also be the time you will teach a guided reading lesson.

With about 10 minutes left in work time, you will want book clubs to get together and talk. They should use their notebook (character tracking and/or time line) to discuss an idea or thought about the book. Remind students of the “Conversation Prompts” chart and ask them to use it as a guide. Listen in as groups discuss. You may notice a conversational skill you will need to celebrate or address.
Share: Bring class back together as a whole group. Restate the learning target and ask a couple of students to share how rereading and thinking about how the author jumps back in time to provide the back story helps them organize their understanding of the story. Also discuss how conversations went during their book club discussion.

Thinking Stems/Anchor Chart:
- With what event did the story begin?
- What information has the author given you about the setting before the story began? What made it a different place. How does the emotional atmosphere of the back story compare with the emotional atmosphere of the story that is moving forward?
- As a reader, how do you know when the author stops moving the story forward and begins to provide you with the back story?
- Why is it important for the reader to know the back story? How does the back story help you understand the characters and the problems they face?

Formative Assessment Opportunities:
- During guided practice and work time, conference with students. Ask them to locate and read to you a portion of the back story provided by the author. Note students who are having trouble realizing when the author switches from telling a story in real time to providing back story. You will need to pull these students for a focus group during a subsequent work time.
- Review students’ reader’s notebooks. Students should have begun a time line of their book club book using the Number the Stars time line anchor chart as a guide. Note students are having trouble with this. You will need to pull these students for a focus group during a subsequent work time.

Lesson Seed #8 – Literature

Learning Target:
I can develop and grow theories about characters.

Note: In order to help students deeply understand characters, we must teach them to analyze the characters’ thoughts, words, and actions and use that information to develop theories about the characters. Readers imagine what a character is like based on their close analysis of the character’s interactions with others and point of view they represent. Readers should be able to discuss the complexities characters represent and support their discussions with evidence and reasoning. The goal of this seed is to develop theories about characters and adjust or grow the theories as more information is presented in the text.

Interactive Read Aloud (must occur prior to the mini lesson): (SL.5.1, W.5.9a, W.5.10, SL.5.4, L.5.1, L.5.6, RL.5.1, RL.5.2, RL.5.10) The process described in this section will progress over more than one read aloud session and should be repeated as you continue to read aloud with this book and others. Read chapter 3 of Number the Stars aloud, modeling how you track your thinking in your reader’s notebook and on post-it notes. You also want to continue to track new characters, add to what you already know about existing characters and add to the time line as appropriate. Students should jot their thinking while you are thinking aloud and jotting. Gradually release responsibility for jotting thinking by stopping and providing quiet time for students to write about their thoughts.
During read aloud we want to teach students how to stay focused on one topic by elaborating, questioning and clarifying. You have probably noticed when students are talking in their book clubs, they tend to jump from one idea to another. Model for students how to share their thinking about their ideas recorded on post-it notes and in their notebook. Be sure to emphasize the importance of choosing an idea that will elicit conversation.

Have students look through their notes and/or post-it notes and choose one of their ideas they would like to talk about. In order to organize their thoughts and plan for conversation, students should spend some time writing what they are thinking about their idea. This is an important step that should not be skipped. As students write about their idea, they are clarifying their thinking, planning points they want to share with the group, referring back to the text, and in some cases, deciding their idea will not elicit much conversation. As students write, you will confer with them. This is not a writing conference. It is a deep thinking conference. Therefore, don’t be concerned with grammar. Ask students to think about why they chose to talk about this idea. Why is this idea important? What do you want to tell or ask your discussion group? Is there an excerpt from the text you would like to read to your group as you discuss?

Before students converse, each student should prepare one post-it note with a phrase or two that will help them remember what they want to talk about. Do not let students bring their writing to the group. Many students will want to read it to the group which will limit conversations.

Students should work in groups of four which can easily be organized by combining two partnerships. Each student will place their post-it idea on the groups chart (photo below). Students should quickly choose someone to begin and that group member will move their post-it note to the center, which signifies the focus of the conversation. Redirect students back to the “conversation prompt” chart When the group is talking about a specific idea, that post-it note should be moved to the center of the “t”. The goal is to talk about the same idea for a long time.

Activity (mini-lesson): (RL.5.2, RL.5.10, RL.5.3, RL.5.1, W.5.8, W.5.10, L.5.6) This seed is intended to span more than one mini-lesson. The purpose of today’s mini-lesson is to show students how to think deeply about a character and grow theories about them as we read. Choose a short excerpt from Number the Stars. It is important to choose from a chapter you have already read aloud. For example, you may revisit the last page of chapter 3 and say, (suggested language) “I’m going to go back to Number the Stars and reread the end of chapter 3. I really began to get to know more about Annemarie. I am going to reread and think, What does this tell me about Annemarie? What theories might I devise from this portion of the story?”
Read aloud the section beginning with “Later, once more in her bed...” Stop to tell students what you are thinking about Annemarie and show them the exact words in the text that is helping you create your theory. I know Annemarie is concerned about her Jewish friends and I know she is afraid of the soldiers from the beginning of the book. Now I’m beginning to understand the internal struggle within Annemarie. She once felt brave when saying she would die to protect Denmark’s king. But now...that she is faced with the realities of what is happening in her country, Annemarie begins to doubt that she could really die to protect Ellen and other Jewish Danes. Look what it says here (point directly to the text projected). It says that Annemarie is questioning herself. Would she die to protect them? Truly? Annemarie was honest enough to admit, there in the darkness, to herself, that she wasn’t sure. Annemarie is frightened. When she said she would die to protect the king, she really never thought that would have to happen. Denmark was a different place three years ago. Now, with the German soldiers beginning to shut down Jewish businesses, Annemarie is faced with the reality of the German occupation. Until now, Annemarie felt that people were only called upon to die for others in fairy tales. At the end of the page, Annemarie says ordinary people like her and the Rosens would not be called upon for courage. I’m thinking Annemarie does not really realize that to the German soldiers, the Rosens are not ordinary people. They are Jewish and this war is against them. Other Danish families, such as the Johansens may be called upon to help others. My theory about Annemarie is she would like to think that she will not have to be courageous; that her life will be uninterrupted and the people she knows will not be affected by the German occupation in her country.

Guided Practice: (could happen the following day during the mini-lesson) Provide students with a copy of pages 22-25 of Number the Stars. Read aloud the section beginning where Annemarie was almost asleep...on page 22. This is where the reader first meets Peter, although they already know a little about him from Annemarie’s flashbacks. Tell students they are going to grow theories about Peter. He is not a main character in the story, but he does have some significance. What do we really know about Peter? Why has he changed from the fun Peter that Annemarie talks about in the beginning of the book? What theories do we have about Peter? What evidence from the text supports our theories?

Students should jot their theories on post-it notes and meet with the group of four they worked with during read aloud. Students choose one post-it note to talk about their theories about Peter.

Work Time: At the beginning of work time, book clubs should meet to discuss how much of the text they are going to read today. Supervise this decision. Groups should read no more than a chapter today, but if a group is reading a book with very short chapters, they may need to read two chapters. This is just what they are reading today. When reading begins, students should read independently (unless you have students reading with a buddy for an accommodation) and grow theories about a character. While students are working, you will want to either circulate the room, listening in to their reading or pull small groups of students to provide focus group instruction. This will also be the time you would pull a guided reading group, if needed.

Book clubs do not need to meet every day. You may have groups meet every other day to provide time for students to read, think deeply, take notes, and prepare for conversations. Book club conversations will deepen when students come to the group prepared to discuss.
**Share:** Bring the class back together as a whole group. Restate the learning target and ask a couple of students to share theories about characters from their book club books. As students share, prompt them to explain their thinking using evidence from the text.

**Thinking Stems/Anchor Chart:**
- What theories are you constructing about characters?
- What in the text has helped you develop a theory about the character?
- As you read, do you notice more evidence to support your theory? Is your theory changing as you read and gather more information about the character?

**Formative Assessment Opportunities:**
- During guided practice observe students as they are developing and growing theories about Peter. Note students who are having trouble with this and plan to pull these students for a focus group during work time.
- During work time, conference with students while they read their book club book and take notes on the theories they are developing and growing about characters.
- Review students’ reader’s notebooks. Students should continue to track characters, add to their timelines and take notes about the theories they are developing about characters. Note students who are not using their notebook as a tool to track their thinking. You will want to pull these students for a focus group.
- Performance Task: Explain a theory you have developed about a character. Support your theory with evidence from the text.
Suggested Instructional Texts:
Rigby (R), Classroom Library (CL), Text Exemplar (E), Science (S), Social Studies (SS), Toolkit Texts (TT)

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<thead>
<tr>
<th>Literary</th>
<th>Informational</th>
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<tr>
<td>Number the Stars by Lois Lowry or another historical fiction read aloud</td>
<td>Various informational articles and text on the same topics</td>
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<tr>
<td>Group sets of historical fiction chapter books</td>
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<tr>
<td>Various historical fiction picture books</td>
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Additional Professional Resources:
- Reading Units of Study by Lucy Calkins
- Good Choice by Tony Stead
- Toolkit Texts (Grades 4-5)
- Toolkit Texts (Grades 6-7)
- The Comprehension Toolkit Grades 3-6 by Stephanie Harvey and Anne Goudvis
- A Curricular Plan for The Reading Workshop Grade 5 by Lucy Calkins
- achievethecore.org

Resources for Tier II & Tier III Interventions
- Interventioncentral.org: http://www.interventioncentral.org/
- Readworks.org (K-6 reading lessons and passages): http://www.readworks.org/
- Literacyleader.com (lessons and resources): http://www.literacyleader.com/
Historical Fiction Chapter Books

Civil War
Forty Acres and Maybe a Mule by Harriette Gillem Robinet (CL)
Steal Away Home by Lois Ruby (CL)
The Watsons Go to Birmingham by Christopher Paul Curtis (E)
Iqbal by Francesco D'Adams (CL)
Sounder by William Armstrong (CL)
Bull Run by Paul Fleischman

American Revolution
War Comes to Willy Freeman by James Lincoln Collier and Christopher Collier (CL)
Johnny Tremain by Ester Forbes
The Secret Soldier by Ann McGovern

Depression Era
Esperanza Rising by Pam Munoz Ryan (CL)
Out of the Dust by Karen Hesse (E)
Roll of Thunder, Hear My Cry by Mildred Taylor
Bud, Not Buddy by Christopher Paul Curtis (E)

Early America
The Birchbark House by Louise Erdrich (CL)
The Sign of the Beaver by Elizabeth George Speare (E)
Westward to Home: Joshua's Oregon Trail Diary by Patricia Hermes (E)
Sarah, Plain and Tall by Patricia MacLachlan (E)
Weasel by Cynthia Defelice (CL)
Hattie Big Sky by Kirby Larson (CL)

Historical Fiction Picture Books

Apples to Oregon by Deborah Hopkinson
Back of the Bus by Aaron Reynolds
Baseball Saved Us by Ken Mochizuki
Henry's Freedom Box by Ellen Levine
Gold Fever by Verla Kay
Pink and Say by Patricia Polacco
Redcoats and Petticoats by Katherine Kirkpatrick
Sleds on Boston Commons by Louise Borden
Star of Fear, Star of Hope by Jo Hoestlandt
Sweet Clara and the Freedom Quilt by Deborah Hopkinson
The Yellow Star: The Legend of King Christian X of Denmark by Carmen Agra Deedy
Coolies by Yin
When Jessie Came Across the Seat by Amy Hest
That Book Woman by Heather Henson
Boycott Blues: How Rosa Parks Inspired a Nation by Pinkney
The Other Side by Jacqueline Woodson
More than Anything Else by Marie Bradby
<table>
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<th>Book Title and Author</th>
<th>Setting</th>
<th>Characters</th>
<th>Historical Information</th>
<th>Problem</th>
<th>Resolution</th>
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Back to Unit Map
Conversation Prompts

**Agree/Disagree**
- I agree because...
- I thought that too because...
- Another example of that is...
- I disagree because...
- I thought something different because...
- Wait, I’m confused. Are you saying...?

**Evidence from the Text**
- What in the text makes you say that?
- Can you show me the part in the story where you got that idea?

**Elaborate**
- Can you say more about that?
- I would like to add to what ___ said.
- I’m thinking from another point of view that...
Conversation Prompts

- Say more about that.
- Help me understand that.
- That surprises me! Tell me more.
- Can you say more about that?
- Talk more about that!
- What do you expect next?
- What do you think will happen?
- What made you think that?
- I agree with...because...
- What do you think about...?
- Building on what _____said, ...
- I agree, but look on page____, where...
- I'm thinking from another point of view that...
- I see why you might say that, but...
- I would like to add to what_____said...
Getting Started with Book Clubs

Selecting a Book for Read Aloud
- Select a read aloud that will best support the mini-lessons you will be teaching during book clubs. For example, if you want to focus on characters and how their actions affect the events in the story, then you will want to choose a book with strong characters.
- You will want to choose a read aloud text that is short enough to model the process of reading the text from beginning to end, but also challenging enough to meet the text complexity for their grade.

Choosing Books for Book Clubs
- You will want to choose books that support the mini-lessons you will be teaching during this unit. You may also want to choose books that represent a certain genre such as mysteries or books written by the same author.
- Choose books that represent a variety of levels. For some students this may be their first experience with chapter books so think about choosing books with scaffolds to support their thinking such as pictures and short chapters. You will also want to have books that will challenge some your readers with complex plots and characters.

Getting Materials Ready for Book Clubs
- Think about how students will keep track of their thinking during books clubs. Some teachers prefer to use notebooks while others prefer two pocket folders with sheets of paper stapled together for students to write on.
- Have plenty of post-it notes for students to use. Post-it notes can be used for students to record their thinking while reading and then can later be taped into their notebooks.
- **Bookmarks with discourse prompts** for students. (I agree because..., I thought that too because..., What in the text makes you think that?)

Planning Procsures for Book Clubs
- How will you group students for book clubs? Choice is a strong motivator for students. Try to allow them as much choice as possible when selecting their books for book clubs. For example, after previewing each of the selected books for students, have them write down their top 3 choices. Using their top 3 choices, you will form the clubs based on level of text that you think is most appropriate and students that will work well together. If you have students that will struggle with reading, put scaffolds into place that will help the student. For example, they could read with a partner or listen to the book on tape.
- How will students keep up with reading assignments? How will you keep up with students reading? Have students each keep track of their reading assignments on a log...
they can tape in the front of their notebooks. They can record the number of pages to read. There should also be a space for them to record how they will be keeping track of their thinking (see Individual Tracking Form below). You may also want to have a chart that has each book club with the book they are reading, the number of pages they have assigned, and the type of writing and/or thinking they will be doing (see Whole Group Tracking Form).

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<th>Individual Tracking Forms</th>
<th>Whole Group Tracking Form</th>
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**Anticipating Problems**
The following are problems that students may encounter during book clubs. You will want to model what to do if this problem occurs during the interactive read aloud or while students are meeting in their book clubs.

- What to do if someone does not do his or her reading. How can we help that reader keep up?
- What do we do with extra reading time?
- What do we do if we can’t all agree? How will we settle our differences so that we don’t waste time?
- How will we make sure everyone has the opportunity to share?
- What do we do if one person is always dominating the conversation?
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<th>Possible Mini-Lessons</th>
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