

Mini Lesson:

Details Matter because they help us determine important information about the setting

Reading Workshop: Comprehension/ Inference

Connect: How important is it for you to notice details as you read? Why do you think this?

Explicit Teaching: Readers notice details about the setting to help them understand what the author is trying to tell them. They take note of not only where the story takes place but also what kind of place it is.

Readers notice details about the setting: not just where it takes place, but also what kind of place it is.

I know	Detail(s) that make me think this
city	stopp of a tall building
old	crumbling bricks, rotting wood
apartment building	people sitting on Stoops

Model: When I was reading a short story called *Spaghetti* in this book *Every Living Thing* by Cynthia Rylant, I could help but picture the setting. As I read this aloud, really pay attention to the details that describe the setting:

It was evening, and people sat outside, talking quietly among themselves. On the stoop of a tall building of crumbling bricks and rotting wood sat a boy. His name was Gabriel and he wished for some company.

So as I read this, I am getting the sense that this story takes place in the city. The detail that makes me think this is the part where it says, “On the stoop of a tall building of crumbling bricks and rotting.” I know that cities have tall buildings and I’ve heard that word “stoop” before.

Guided Practice: As readers, we are practicing noticing details to help us understand the setting and what the author wants us to know about the setting. Let’s reread this text. Is there anything else we can know about the setting of this story? We know it takes place in the city but are there any details that help us to know what kind of place it is?

Independent Practice: As you read today in your own books, I want you to notice the details that help you know and understand the setting. I’m going to give you each a post-it and when you find that place when you identify some important idea, write it down and also jot down the detail that helped you to “know” this. Remember, I only want you to do this once.

Share: What kinds of ideas did you jot down on your post-it? What were you able to understand about the “kind of place” being described in your story?

Mini Lesson: Readers ask questions to help them understand better

Connect: As we have begun selecting books for independent reading, we have been thinking about why readers need to read a lot.

Explicit Teaching: Readers read a lot to get practice. Practice helps us to become better at whatever we do. When we are reading, it is important to remember that one of the things we are aiming to get better at is understanding. There are lots of things that readers can do to understand what they are reading better. One of those things include asking questions.

Model: Today I brought a short text with me. I want to share with you some of the questions that popped into my head as I was reading this text.

Now, this practice of asking questions about what I read is only the first step in understanding better. Readers will also attempt to answer the questions they have about a text. So, as I consider these questions, I have these ideas as possible answers/theories to the questions I am asking. What I'd like you to do is to see if you can help my thinking along. If you have different answers/theories to my questions, please feel free to share.

Guided Practice: I am going to share the next bit of this text that we are looking at today. Your job is to read it and consider the questions you have. Remember, readers think about possible answers and theories for their questions. After you've asked your questions, turn and talk to the person sitting near you to contemplate potential answers.

Independent Practice: Our job as readers today is to think about the questions we have as we read. As you are reading in your own independent reading book, use post-its to jot down three of the questions that pop into your head as you read. I want to remind you, we are asking questions that help us to understand our book better. At the end of class, we will talk to our partners about our potential theories and answers to our questions.

Share: Turn and talk to your partner about the questions that today's reading raised. What do your questions and your conversations tell you about how you are understanding your book?

Name _____

Going Deeper: Considering Answers to our Questions

Title: _____

My Question:

Name _____

Going Deeper: Considering Answers to our Questions

Title: Jack and the Beanstalk

It says they bought food and planted a garden. I think that they must have bought more than food. I think they got so excited about having money they bought things they didn't need.

Maybe Jack's family needed more than just food. If they were poor, maybe they needed clothes, too. Maybe they had debts and bills to pay. Maybe that is why the money was spent so quickly.

My Question:

I thought Jack took a lot of money.
Why does it seem like it is gone so quickly?

Maybe Jack wasn't worried about spending the giant's money. He bought whatever he wanted because he knew he could climb the beanstalk again and get more.

Mini Lesson: Talking to Others about My Connections to Stretch My Thinking

Reading Workshop: Comprehension/ Questioning

Connect: When we read, there is often a lot going on in our heads. We might have questions or connections. We see pictures and predict. What do you notice going on in your mind as you read?

Explicit Teaching: Today we are going to focus on the thinking that is going on in our heads as we read. What we are going to try to do is see if we can push ourselves to think further. Reading is about making meaning. We want our reading experiences to be as meaningful as possible and one way to make our reading experiences more meaningful is to think with others.

Note to Teachers: This mini lesson can be done to support any kind of strategy instruction you are working on. You will see in the worksheet section that there are several variations of this lesson. You can use any read aloud when modeling the different variations. In this example, I focus on making connections.

Model: As I read the text *The Accident*, I was thinking about what questions I bring to this story to help me understand it better.

Connecting: Quotes from Text (completed by teacher)	Explaining My Question (completed by teacher)
They spoke with urgency. What were they saying?	I'm trying to think about what they were saying. If they're feeling urgent, maybe they are saying something like "get him to the hospital really quickly?"
Partner's Response	What I learn from my partner (completed by teacher)
I think they might have been talking to each other, saying stuff like "I need a stretcher! Hurry up, get him into the ambulance. Check his pulse, I think we're losing him."	I see what you mean. This is helping me to picture what is going on at the scene of this accident. I see people working really fast. I went from having a question to really being able to imagine what is going on.

Guided Practice: What questions do you have when you read this text? Select a line from the text that makes you wonder and write it in the first box. In the second box, write down additional thinking/possible answers to your question. When you are done, switch papers with your partner. Read what they have written and think more about their train of thinking and write a response. When you get your paper back, reflect again on how your thinking is being stretched.

Independent Practice: As you read today, look for a quote that makes you think. Even though you and your partner are not reading the same book, other people can help us think. When we are done reading today, we will switch papers with our partners and push ourselves to think more about our ideas.

Share: What new thinking did you have when you read today? How did working with your partner help you to make today's reading experience more meaningful?

The Accident

The ambulance arrived quickly. Martin saw the flash of red lights reflecting on the slick, wet pavement. As they pulled his dad from the car, he heard the low, mumbled voices of the paramedics. They spoke with urgency. What were they saying?

“He’s got no pulse! What about the boy?”

Martin couldn’t lift his head. He faded in and out of consciousness as he tried to understand what he heard.

No pulse. Is my dad dead?

The ride to the hospital seemed both an instant and a lifetime. They were barely stopped when the back doors flew open and Martin was pulled from the ambulance by a team of emergency workers. Though his eyes were swelling, he could see the outline of a figure wearing blue scrubs and a stethoscope.

A doctor. Good. I need a doctor.

“We’re going to need blood for this one. No. Oh no. Nooooo! This is my son!”

Name _____

Partner's Name _____

Stretching Our Thinking: Questions

Questions: Quote(s) from Text	Explaining My Questions
Partner's Response	What I Learn from My Partner