

BIG IDEA	DAY	MiniLesson	Explanation & Rationale	Possible Materials	Scaffolding
Deep Readers Determine What is Important	1	My Teacher's Purse	<p>In order for students to begin to understand the concept of importance, the purse activity can serve as a concrete example with which to introduce it. 1. Take out your purse & show it to students. Explain that you have many items within it and that some items are more important to you than others. 2. Tell students that they are going to play a game in which they rank order the items in your purse from most important to least important. 3. Pass out list & begin taking items out- be sure to name them. 4. Students think through the importance of each item TO YOU & rank each 5. Have students provide a written rationale for why they selected the most & least important items. 6. Elicit students' ranks & have students debate which should be first. 7. Reveal your answers. 8. Explain to students that just as they decided what items were important to you, they too will decide what information is important to the author when reading.</p>	<ul style="list-style-type: none"> * Teachers' purse, sports bag, suitcase, etc. * List of items with space next to each for ranking 	<p>For further practice, provide a small group of students with a bag of items & let them know a person they may belong to. (Ex: bag of items for a baby). Provide them with a list of items & have them discuss & rank each. Group presents results to class.</p>

Deep Readers Determine What is Important	2	Suitcase Sort	<p>This activity will help bridge the concrete to the abstract. Students will be sorting items to pack in a suitcase depending on the destination. 1. Provide pairs of students with a 2D suitcase & baggy of clipart items. 2. Students must sort through the items & get to know them. 3. Tell students that they must decide first, whether the item should go into the suitcase for the trip (need vs. want), and second, how important the item would be, considering the destination. 4. Student pairs sort & discuss, then determine which item is most important and which is least. 5. On a small sheet of paper, students can write down the two items & their rationales for ranking. 6. Student pairs share their included items & the most & least important & why. Explain to students that just as the items depend on the destination, so too do the important points in a text depend on the kind of text it is.</p>	<ul style="list-style-type: none"> * Paper suitcase (can be large or small) * Clipart items for sorting (range of clothing items) * List of destinations * Small sheet of paper for jotting down most & least important 	<p>Have students try a destination on their own so that you can see how individual students are thinking through the concept of importance.</p>
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Deep Readers Determine What is Important	3	<p style="text-align: center;">Stranded</p> <p style="text-align: center; margin-top: 100px;">OR</p> <p style="text-align: center;">Flower Man</p>	<p>In the Stranded activity, students must determine which persons they would want with them if stranded on a deserted island. 1. Provide students with a list of career persons (ex. Policewoman, Firefighter, Lawyer, Construction Worker). Individually, they must decide which 10 of those persons they would want around if they were stranded on an island AND of those 10, which 3 would be most important. 2. Once individuals' lists are created, put students into groups of four. 3. Student groups must discuss & debate until a consensus is reached. (The object of this activity is to explore the reasons why one person may be more important than another- groups do not necessarily have to come to consensus). 4. Groups share how their discussions went & whether or not they reached a consensus & why. 5. Tell students that when they read a piece of text, they do the same thing- their mind wrestles with which information is most important. Also, the reader makes the decision as to what is most important to him/her.</p> <p style="text-align: center;">-----</p> <p>In the Flower Man activity, students use a copy of the book and follow one character's journey. The characters change once the Flower Man visits their town. 1. Pass out copies of the Flower Man to student pairs. 2. Have students look through the story & then choose ONE character to focus on. 3. Students track the character, noticing all details, through the whole story. 4. On the paper, students describe how the character looked & acted in the beginning, in the middle, & at the end. 5. Then, students infer what they think is important in the life of their character. 6. Students share which character they chose, his/her journey, & what they believe is important to the character. Explain to students that sometimes, it is hard to determine what is important until we get further into the text & can see the big picture.</p>	<p>* List of career persons</p> <p style="margin-top: 100px;">* Flower Man copies * Character tracking paper</p>	<p>A second activity can be done with cartoon characters and which would be the most fun to live with & why.</p> <p style="margin-top: 100px;">Students can choose another character to track on their own.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep Readers Determine What is Important</p>	<p style="text-align: center;">4</p>	<p style="text-align: center;">Recipe Rankings</p>	<p>Students will be bringing their understandings of importance to small pieces of text. 1. Pass out recipes to student pairs. 2. Students must read through how to make their food item & make a list of ingredients used. 3. Students then put their ingredients in order from most important to least important. (Ex. When making spaghetti, perhaps the pasta and tomato sauce are more important than the mozzarella cheese or the red pepper). 4. Students record the reasoning behind their choices & share with the class. Explain to students that there are certain portions of an article or a story that are crucial to have, just like your food. There are critical parts of both fiction AND nonfiction texts.</p>	<p style="text-align: center;">* Recipes * Small sheet of paper for list of ingredients & reasoning</p>	<p style="text-align: center;">Students can try another recipe on their own.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep Readers Determine What is Important in Both Fiction & NonFiction</p>	<p style="text-align: center;">5</p>	<p style="text-align: center;">It All Depends!</p>	<p>Students will explore the major differences between fiction and nonfiction text. 1. Distribute an informational article & fictional story to pairs of students. 2. Tell the students that one piece is fiction and the other, nonfiction. Ask Which is Which? How do you know? 3. There are distinctive features that help determine whether a piece of text is fiction or nonfiction. In pairs, students underline, circle, or highlight special features they find in each 4. Discuss with students the traits of fiction & nonfiction text, creating a large Venn Diagram or T- chart together. 5. Pass out the fiction-nonfiction traits "cheat sheet" for their future reference. Explain to students that when reading both fiction and nonfiction, it is smart to key in to what is important. We will be determining importance in FICTION first.</p>	<p style="text-align: center;">* Chart paper * Short fiction text * Short nonfiction text * Partners * Fiction-NonFiction traits sheet</p>	<p style="text-align: center;">In guided reading or extended independent practice, provide students with a different fiction and nonfiction piece of text. Have them label the features that signal the genre. They can also refer to their traits sheet.</p>

<p style="text-align: center;">Deep Readers Determine What is Important in FICTION</p>	<p style="text-align: center;">6</p>	<p style="text-align: center;">The Fabulous FOUR of Fiction: Setting</p>	<p>Students will explore the fab four of fiction: setting, character, plot, & theme. Being able to identify and understand these elements will help students determine importance in fiction texts. 1. Pass out the Story Journey sheet. Focus students to the top portion, regarding setting. 2. Discuss with students the elements of a setting & have them complete the top. 3. As you read aloud ___ model for students the first setting by labeling the first box & sketching the setting. Have students complete their first boxes as well. Continue reading the rest of the story, pausing to have students stop, label, & sketch the story's different settings. 4. Students share their setting labels & sketches in a mix-pair-share. Explain that setting helps readers understand when and where a story happens as well as what the environment and mood are like. Readers must use their schema plus the text to help visualize the setting. This, in turn, can aid readers in better knowing the characters.</p>	<ul style="list-style-type: none"> * Story Journey sheet * Large poster copy of Story Journey sheet (or ELMO) 	<p>For re-teaching, during guided reading, use another text with between 2 and 4 settings. As an extension, during independent reading, have students complete a Story Journey card (with just one box for sketching & labeling) for the current setting in their chapter books.</p>
<p style="text-align: center;">Deep Readers Determine What is Important in FICTION</p>	<p style="text-align: center;">7</p>	<p style="text-align: center;">The Fabulous FOUR of Fiction: Character</p>	<p>Students will continue to explore the fab four of fiction. Understanding character will help readers determine importance in fiction texts. 1. Set the purpose for the read aloud of <u>The Talking Eggs</u> by discussing the importance of paying attention to characters. They can choose to focus on either Blanche or Rose in the story. They should be thinking about the way the character acts, speaks, looks, and thinks & why. 2. On a post-it note, students write the name of the character they are zooming in on & they can collect info on it about their character. 3. Read <u>The Talking Eggs</u>. 4. Once read, give students another minute to complete their post-its with any last minute info. 5. Have students find a partner who collected info about the same character. Have them share their thinking. 6. Pull students back together & pass out the Character Consideration A sheet. Have students work together to complete it. 7. Circulate & assist students. Share as a class. Tomorrow, we will be using what we know about gathering info about characters to name traits using evidence from the story.</p>	<ul style="list-style-type: none"> *<u>The Talking Eggs</u> * Post-it notes * Character Consideration A sheets * Poster-size Character Consideration A sheet (or ELMO) 	<p>In guided or independent practice, students can work through the Character Consideration A sheet with a different character from the story.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep Readers Determine What is Important in FICTION</p>	<p style="text-align: center;">8</p>	<p style="text-align: center;">The Fabulous FOUR of Fiction: Character</p>	<p>Students will continue to explore the fab four of fiction. Understanding character will help readers determine importance in fiction texts. 1. Remind students about how they listened closely to the story yesterday in order to gather information about a specific character. Today, they will be doing the same thing, except they will have a copy of the text and will be character detectives, finding evidence of how and why characters do, say, think, and look the way they do. 2. Pass out <u>A Day's Work</u> to each student. 3. Students may choose either Abuelo or Francisco to focus on. 4. As you read the story together, students can underline or circle what they think is important to remember about their character. 5. Read aloud <u>A Day's Work</u>. 6. Discuss with students traits that characters can have. Throw out some well-known examples (big bad wolf- selfish, stepsisters- cruel, etc.). Traits are descriptions we give to people based on how they act, what they think, how they look, & what they say. Using Mr. Benjamin as the teacher example, work through the evidence you gathered & come up with one important trait. Model for students how to gather evidence from the text that supports the trait (what he does, thinks, says). Work through the other two as well. 7. Turn students' attention to their own evidence & pair students up to work through Character Consideration B sheet. Pass out character trait sheets to help students. 8. Circulate & assist students. Share as a class at end.</p>	<ul style="list-style-type: none"> * <u>A Day's Work</u> (one per student) * Character Consideration B sheets * Poster-size Character Consideration B sheet (or ELMO) * List of character traits sheets 	<p style="text-align: center;">In guided or independent reading, have students work through another story (with a simpler plot line- maybe a known fairytale or fable) & use the traits list to name a trait for a character and gather evidence to support their thinking.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep Readers Determine What is Important in FICTION</p>	<p style="text-align: center;">9</p>	<p style="text-align: center;">The Fabulous FOUR of Fiction: Plot</p>	<p>Students will continue to explore the fab four of fiction. Understanding the plot will help readers determine the important events, problem, & resolution in fiction texts.</p> <p>1. Explain to students that as you read aloud _____ today, we will be shifting our focus from characters and setting to plot. Plot is made up of the events that happen in the story; the step-by-step action. For example, let's walk through the story of The Three Little Pigs... (lead students through events).</p> <p>2. As I read, pay attention to how the story unfolds. Jot down what happens on your post-its. Read aloud _____.</p> <p>3. There are certain events that happen throughout this story & we can capture them on our Road maps. Every story takes the reader on a journey, so we're going to imagine we're taking a road trip through the story. Model for students (sometimes getting their input) how to complete the Road Map for _____. Tomorrow, students will be completing a Road Map with a partner.</p>	<p style="text-align: center;">* _____</p> <p style="text-align: center;">* Large poster-size Road Map (or ELMO)</p> <p style="text-align: center;">* Post-its</p>	<p style="text-align: center;">In Guided or Independent Reading, have students work through a well-known fairytale or fable, completing a Road Map.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep Readers Determine What is Important in FICTION</p>	<p style="text-align: center;">10</p>	<p style="text-align: center;">The Fabulous FOUR of Fiction: Plot</p>	<p>Students will continue to explore the fab four of fiction. Understanding the plot will help readers determine the important events, problem, & resolution in fiction texts.</p> <p>1. Yesterday, we read ___ and wrote down things that happened. Then, I showed you how to capture that information on a Road Map to see how stories unfold.</p> <p>2. Today, you and a partner will have an opportunity to complete a Road Map for <u>A Day's Work</u>. Have students get together with a partner with their story copies and Road Maps and work through them.</p> <p>3. Circulate and assist students as needed. Share as a class.</p>	<p style="text-align: center;">* Student copies of <u>A Day's Work</u></p> <p style="text-align: center;">* Road Maps</p>	<p style="text-align: center;">In Guided or Independent Reading, have students work through a well-known fairytale or fable, completing a Road Map.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep Readers Determine What is Important in FICTION</p>	<p style="text-align: center;">11</p>	<p style="text-align: center;">The Fabulous FOUR of Fiction: Theme</p>	<p>Students will continue to explore the fab four of fiction. Once you get the gist of the setting(s), characters, & plot of a story, you can put it all together with your schema to find out what the theme might be. The theme of the story is what the author wants the reader to take away from the story, kind of like the "lesson" of the story. For example, the theme of <i>The Three Little Pigs</i> might be "Be smart- it will help you avoid trouble". The theme of <i>Cinderella</i> might be "Be kind and work hard- one day you may be rewarded".</p> <p>1. We are going to think about theme today. Discuss with students what theme is. Reflect on texts read. What do you think the author wanted us to learn from <i>A Day's Work</i>? What do you think the author wanted us to learn from <i>The Talking Eggs</i>? 2. Today we are going to read <i>Amazing Grace</i> together. As I read, I want you to think about what the theme of the story might be; what might the author want us to take away from this story. 3. Read <i>Amazing Grace</i>. At the end of the story, have students write down what they think the theme might be on their post-its. 4. Share their post-its and look for similarities. Remind them that there may be more than one theme in a story.</p>	<p>* Copies of <u>Amazing Grace</u> * Post-it notes</p>	<p style="text-align: center;">In independent or guided reading, students can jot down on a post-it what they think the author of their book is trying to tell them through the story.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep Readers Determine What is Important in NONFICTION</p>	<p style="text-align: center;">12</p>	<p style="text-align: center;">Inspect the Aspects</p>	<p>Students will become familiar with informational text features and how they help readers. 1. Review the Venn Diagram from the beginning of the unit with students, highlighting some features of nonfiction text. 2. Tell students that there are special aspects, or features, of informational text that can help a reader zoom in on important things to know. 3. Tell students that you will be enjoying an informational big book together called _____ but first, there are some things you'd like them to keep their eyes peeled for. 4. Make a chart called "Informational Text Features" & make 3 columns: Looks Like, Called, How It Helps Readers. 5. Decide beforehand which 4-5 features your class should focus on. Place an enlarged copy of the feature (i.e. glossary, index, title) in the first column and name it in the second. 6. Read _____ together, stopping when students see the features discussed. Discuss them. 7. When finished with the book, have students help you fill in the 3rd column for each feature (how it helped them). Tomorrow, you will be reading another text and looking for more aspects to inspect!</p>	<ul style="list-style-type: none"> * Venn Diagram poster * Informational Text Features poster * Enlarged copies of features to tape on poster * List of text features and how they help readers 	<p>In guided reading and independent reading, students can place a post-it note next to the features they find that were discussed in the lesson & write on it how it helped them understand the text better.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep Readers Determine What is Important in NONFICTION</p>	<p style="text-align: center;">13</p>	<p style="text-align: center;">Inspect the Aspects</p>	<p>Students will become familiar with informational text features and how they help readers. 1. Remind students of the process they went through yesterday (see the feature, name the feature, & know how it helps readers, find it, talk about it). 2. Today, you'll be focusing on more features and adding to the chart you've started. (Decide beforehand which features you'd like to tackle & make enlarged copies for the chart). 3. Repeat the process from Day 13 with the new features. However, this time, use an informational article, such as _____. 4. Give students the "list of text features and how they help readers" sheet.</p>	<ul style="list-style-type: none"> * Article: " _____" * Informational Text Features poster * Enlarged copies of features to tape on poster * List of text features and how they help readers * Informational Text Features sheet 	<p>Students can use the list of text features sheet & find features in their guided reading texts or in their independent reading (articles, info big books, & other nonfiction texts can be available for them). Have a mix-pair-share at the end of reading workshop to share the features they've found in their reading from the day. As an extension, students can fill in the "Informational Text Features" sheet for features they've found.</p>

<p style="text-align: center;">Deep Readers Determine What is Important in NONFICTION</p>	<p style="text-align: center;">14</p>	<p style="text-align: center;">All Words Are NOT Created Equal</p>	<p>Students should make decisions about what is most important in a text. There is no reason to memorize every word of the story, only understand what is important and be able to piece together a summary that “gets the gist”. This lesson focuses on determining importance at the word-level. Contentives are words that carry the most meaning in a sentence (proper nouns, nouns, & verbs). 1. Pass out an informational article to students, such as “___”. 2. Tell them that they will be making important decisions as readers—they will be picking out only the most important words from the sentences. 3. Model for students how you choose which words are most important from the first 3 - 5 sentences. 4. Continue reading the text together, releasing the task to students. They can underline or circle the words they believe carry the weight of a sentence. 5. Discuss what they chose and why they decided on those words. 6. At the end of the article, have students read back over all of the underlined/circled words. 7. In partners, on a large post-it, have students use the words they circled/highlighted to write a short summary of what the article was about. 8. Circulate and assist as needed. Share out at the end.</p>	<ul style="list-style-type: none"> * Informational article, like “___” * Large post-its * Two-column notes (possibility) 	<p style="text-align: center;">For guided or independent reading, distribute another informational article and have students repeat the process, giving evidence of their thinking. The level of the text can also be varied according to reading levels. Students can work together to rank order their top ten most important words & why.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Deep Readers Determine What is Important in NONFICTION</p>	<p style="text-align: center;">15</p>	<p style="text-align: center;">All Sentences Are NOT Created Equal</p>	<p>Students should make decisions about what is most important in a text. There is no reason to memorize every word of the story, only understand what is important and be able to piece together a summary that “gets the gist”. This lesson focuses on the difference between what is interesting and what is critical to know from the text. There are usually key/topic sentences that carry the weight of meaning for a paragraph or section. In nonfiction, they contain bold/italicized print, begin or end the passage, and refer to a table or graph. 1. Pass out an informational article to students, such as “____”. 2. Explain to students that they will be making important decisions as readers- they will be choosing only the most important sentences from the text. 3. Model for students how you make decisions from a paragraph/section about what is interesting vs. important to remember. 4. Read the rest of the article as students read along with you. Tell them to think carefully about which sentences are the most important. 5. Put students into groups of 2-3. Give each group a bag containing sentences from the article. 6. Have groups sort the sentences into two piles- 1) Important to Remember 2) Interesting. They should keep their articles close by and find each sentence in the article before deciding. 7. Circulate and assist as needed. Share out piles and discuss rationale/ evidence as to why certain sentences were included in the pile.</p>	<ul style="list-style-type: none"> * Informational article, such as “____” * Bag with sentences from article- should obviously fit into one of the two categories 	<p style="text-align: center;">In guided or independent reading, students can cut a post-it to make skinnier post-its. They can write “V.I.P.” on each (Very Important Point). They can then use them in a book or article they are reading to identify important sentences to remember. Share these important points at the end of the reading workshop.</p>
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<p>Deep Readers Determine What is Important in NONFICTION</p>	<p>16</p>	<p>Prepare to Share</p>	<p>Determining what is most important in a text helps readers identify key ideas/themes that the author is sharing. Decisions about what is important are based on 1) the reader's purpose 2) his/her prior knowledge of content 3) beliefs, opinions, & experiences 4) text format 5) ideas or thoughts another reader shares. This lesson focuses on the whole text. Final decisions about the most important themes are usually made after reading/rereading, discussing, or writing about the text. 1. Pass out an information article. 2. Have students follow along with you through a first reading of the article. 3. Upon the second reading, have students use cut-up post-its to identify both words and sentences they believe are most important, along with other information they'd like to remember (surprises, interesting facts, etc.). 4. Have students think about this: If they were going to share this article with someone else who had not read it, what would they say about it? What words would they use? What facts would they definitely use? 5. With the article and a partner right beside them, have students fill out the "Prepare to Share" sheet. 6. Circulate and assist as needed. Have a whole-class share and compare. 7. Students make changes to their sheets as they want to. Then, have partners go to a neighboring class and share their information about their article.</p>	<p>* Informational article, like " ---" * Cut-up post-its * Prepare to Share sheets</p>	
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<p>Deep Readers Determine What is Important in NONFICTION</p>	<p>17</p>	<p>Scanning Relay</p>	<p>This activity reinforces students' ability to search for the author's use of text features and other information that stands out in the text (names, numbers, dates) It is important to be able to scan the text to locate information quickly. 1. Pass out copies of an informational book or article to each group of 2-4 students, as well as one sticky note per person. 2. Ask students to find a particular feature on their articles. Student A will highlight the feature, write it's name on the sticky note, and pass the note to Student B. Student B will place the sticky note on the board under their team's column. Student B goes back to the article and waits for the next feature to be called. The goal is to not only find a correct example of the feature, but to find a <i>unique</i> example- one that another team may not be able to find as quickly. 3. All students should have a chance to find and write down a feature. 4. Review with students the words posted on the board. 5. Read the article to students. Pause throughout to highlight the features found and discuss how that helps them as readers.</p>	<p>* Informational book/article (such as _____ or "____") * sticky notes * highlighters * whiteboard</p>	<p>In guided or independent reading, provide students with a different kind of informational text. Have them identify features by scanning quickly through the text.</p>
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Scanning Bingo

OR

Scanning For Facts

Scanning Bingo enables students to utilize time management skills when scanning for answers to questions. Students will become aware of how little time is needed to scan for an answer. 1. Pass out Bingo paper (grid paper with 16 squares), informational article, and place markers for Bingo Squares. 2. Students may write "FREE" in two spaces. 3. Teacher writes the 14 answers for students (mixed-up) on the board. Students fill in their Bingo cards with words. 4. Students will scan the article, highlight the place in the text where the answer can be found, & put a marker on the Bingo card. 5. Teacher calls out the first question- students scan the article, highlight, mark card. Repeat until a BINGO is called. 6. There is a 30-second time limit per question.

Scanning for Facts is a jigsaw lesson that focuses on scanning for information in order to create a poster. 1. Separate students into 8 groups. 2. Each group is assigned a specific explorer & given colored pencils, markers, chart paper, & a questions (and answers) sheet. 3. They must find the answers to all of the questions in just 3-5 minutes. They will be scanning to find key words such as country, date, death, birth, war, and voyage. 4. Teacher says "GO" and students begin their search and capture the answers on paper. 5. Once done, students will use chart paper to create an Explorer Poster, highlighting their particular poster, complete with information they gathered and other interesting facts & illustrations.

- * Bingo paper
- * Bingo markers
- * informational article
- * highlighters

- * History Alive 5th grade- Ch. 5
- * 8 pieces chart paper
- * markers, colored pencils
- * Questions sheet

Students could make up their own BINGO cards using another informational article, then trade with a classmate.

Students can create another poster based on facts they find in an article or informational book in just 3-5 minutes. This can be done with partners and in guided or independent reading.