

Readers Get to Know Characters by Performing Their Books

Bend 1: Readers Have Ways to Get to Know a Character

Session 1

Launch the unit: Begin today by inviting a guest to read a story with a strong character, dressing up like a character from a favorite read aloud, or finding a dramatization online of a book with a strong character. Begin the lesson by introducing the kids to the new topic of study. Readers, we are going to start a new journey in our reading. We will be learning all about the characters in stories and how to get to know them. Readers, one of the best parts about reading is all the new friends you make in your books. Today I want to teach you that once you know a character from a book, that character is a friend for life! All you have to do, for the rest of your life, to see that friend again is open up an old book and reread. See...then open up a all time class favorite and read savoring the reconnection you make with your "friend" in the book.

Send the readers off to read the books in their bags which you have switched to all fiction with strong characters with personalities that are at the reader's current reading level. Consider highlighting a section of your classroom library by putting all the bins with those types of books in one section so that book shopping will be easier throughout the unit.

Session 2

Connection: Readers yesterday we got to know some new characters and revisit some characters we already knew, some old friends.

Teaching: Today I want to teach you that getting to know your character starts before you even open the pages of the book. The title of my book is *Are You Ready to Play Outside?* I see elephant and he looks happy. His hands are in the air and he is smiling. And Piggie is in the background and she looks happy too. I'm thinking they are going to play outside because the title says something about

that. Let me turn to the title page. Here they are again. This time the elephant is holding a bullpen and shouting the title. And it looks like the little pig is on her way. I'm thinking they are friends. Let's look at the back of the book now. It says, "Gerald is careful. Piggie is not. Piggie cannot help smiling, Gerald can. Gerald worries so that Piggie does not have to. Gerald and Piggie are best friends." See how much we learned about these characters before we even read? It helps me think how the story will go.

Active Engagement: Show students a new book about a certain character. Show the title, title page, and the back of the book, giving partnerships a chance to turn and talk about what that part of the book says about their character.

Link: So, readers, today and every day as you read, remember to look closely at the title, title page and even the back of the book to learn about your characters and think about how the story might go.

Session 3

Connection: Readers, remember yesterday that we learned to look closely at the title, the title page and the back of the book to learn about your characters to think how the story might go.

Teaching: Readers, today I'd like to teach you that readers don't just think about each page separately. They hang on to what they have read across all the pages, and think about what all the pages combined might teach about a character.

Sometimes readers' ideas about characters change as they read on to learn more. Remember when we read the book, *Ish!*, the character,

Ramone, changed throughout the book. Let's look at how Ramon acted at the beginning of the story. What did we learn about Ramon? (We learned that Ramone loved to draw anytime, anything, and anywhere).

Then as the story went on his brother, Leon, made a not so nice comment about Ramon's drawing. How did Ramon feel? What happened to Ramon with his drawings? Ramon ended up just giving up with drawing and said, "I'm done."

How did Ramon feel? What happened to Ramon with his drawings? Ramon ended up just giving up with drawing and said, "I'm done."

Active Engagement: Think about how Ramone was feeling and acting at this part of the book. Let's think about what happened when his sister, Marisol, took his paper and ran to her room. Turn and talk to your partner about how Ramon is

feeling now. How did this change Ramon about his drawing? What did Ramon do at the end of the book?

Link: So readers, remember that sometimes readers read across all the pages and think about what all the pages combined might teach us about the character.

Session 4

Connection: Readers, yesterday do you remember when we looked closely at the book *Ish* and how Ramon changed during the book?

Teach: Today I want to teach you that the ending of the book can also teach you a lot about the characters. Readers ask themselves how the character might feel now or what might the character be thinking now. How did Ramon change over the book? He thought about himself as an artist until his brother commented on his art. Then he didn't think he was an artist at all until his little sister displayed all his work. Then at the end of the book, how did Ramon see himself?

Active Engagement: Do you remember the book *Are You Ready to Play Outside?* Turn and talk to your partner about how Elephant and Piggie feeling at the beginning? What about when they discovered it was raining? Any how about on this page, where Piggie is showering himself with Gerald's spray.

Link: So readers, as you go off and read, remember that when you finish a book, think about how the ending may have changed your character.

Session 5

Connection: We've been studying about how to get to know characters in our books. Have you made any new friends in your reading? Thumbs up if you can think of a character in a book that you know so well that you can think of them as a friends of sort? Well, today I want to teach you that readers often put themselves in the characters' shoes to image what they are thinking, and what they would say. They can even role-play with a partner to make the characters talk and think. This way they can get to know the characters in their books even more.

Teach: I was thinking about Elephant and Piggie in *We Are In a Book* and when they discover that readers are reading them. Piggie already understands that

they are in a book, but Gerald is not quite sure how that is. Look on page 14 here Gerald is asking "How is a reader reading us?". I bet I can understand how Gerald is feeling and understanding what he is thinking by actually *BEING* Gerald for a moment. (Choose a partner to act out with you and play the part of Piggie). Let's act out this part of the book...Act out page 14-19 when Gerald understands THAT IS SO COOL! to be in a book. Then think aloud how acting out the book helped you understand that acting out helps you to understand the characters then ask...So you see, readers often put themselves in the characters' shoes to imagine what they are thinking, and what they would say. This way they can get to know the characters in their books even more.

Active Engagement: So now it is your turn to try being Gerald and Piggie and to put yourself in their story so that you can get to know them even better. Refer to pages 23-38. Put the book on the doc cam so that everyone can see the words. Have one partner choose to be elephant and the other Piggie. While you act out this part of the book try to think about why Gerald and Piggie think that making the reader say the word Banana is so funny. Flip through the pages as the kids read and act out the story. Then have them tell their partner how they were feeling (as it relates to the character) as they acted out the part.

Link: Readers, when you are reading a story think about how you can put yourself in the shoes of your character so that you can get to know them even better. You might whisper the words out loud during alone reading time, or imagine the scene in your head. Or, you and your partner might quietly act out the story during partner reading time.

Session 6

Connection: We have been learning about characters in our books and have become friends with our characters.

Teach: Today, I want to teach you that readers look at the pictures and the words together because they know that the two work hand-in-hand to tell readers something about the characters. Readers can learn what characters are doing, what they are thinking, and what they are feeling. We can look at the pictures along with the words to help us figure this out what Biscuit is thinking. Let's look at page 13- What does Biscuit want to play?

Active Engagement: Now, it is your turn to look at the pictures to help figure out what Biscuit is doing. On page 15, what do you see in the picture? Turn and talk with your partner.

Link: Readers, as you go off to read, remember to look at the pictures and words together so you will know what the character is doing, what they are thinking, and what they are feeling.

Session 7

Connection: Yesterday we looked at the pictures of Biscuit Goes to School so that we would know what the characters were thinking, feeling, and doing in the story. We learned a lot about Biscuit and the girl. Today I want to teach you that readers look at the pictures to not only imagine what is happening in the story, but they also think about a word that might make sense during that part and then look at the word all the way to the end to see if it looks right as well.

Teach: Watch me as I try to figure out these words that I have covered here (*pond* on page 8 and *park* on page 9) by looking at the pictures and imagining what is happening in the story and thinking of a word that might make sense.

Then I am going to look all the way through the word to make sure the letters match. Model this with the words *pond* and *park*. Look at the pictures, think of the word, then look at all the letters. You may even compare *pond* and *park* since they both begin with “p”.

Active Engagement: Now you try... Practice thinking about the picture on this page (page 15-story). What word would make sense? Whisper what the word you are thinking. Uncover the word. Now let’s look at all the letters. Do the letters match all the way through with the word that you are thinking? Repeat with the word *snack* on page 16.

Link: Readers, every time you are reading a story and you come to a word that you are not sure of, you can do this. Look at the picture and think about what is going on in the story and then think of a word that would make sense, Try that word and check to make sure that they letters match all the way through the word. Off you go!

Session 8

Connection: Yesterday we worked on checking the picture to think about what is happening in the story and see if the words we are saying make sense. We are going to be looking closely at the illustrations today too!

Teach: Readers today I want to teach you that as you're reading, you can stop and think about how the setting influences the character. You can think, "Where is the character right now? What is she doing there?" Then make a picture in your mind of where she is and what she is doing. Think, how does the setting change the way the character might say or do something? Do you remember when we read *The Recess Queen*? Where did most of the story take place? Let's look back at some of the pictures to see? Oh, on the playground at recess. How did that affect how mean Jean is acting? What about the playground is making her act like such a bully?

Active Engagement: Now let's look again at *I'm Invited to a Party*. On this page where they arrive at the party, how does that the setting of the party affect how Elephant and Piggie are feeling? Aren't they so elated that the party (or setting) is what they thought it would be!!

Link: So readers, as you go off and read today and everyday, remember to look at the setting where the story takes place and think about how that affects your character!

Session 9

Connection: Wow we have really been looking closely at our books to get to know our characters better. Yesterday we looked closely at the setting to learn about our characters.

Teach: Today I want to teach you that when you get together with your reading partner, you might want to retell the important events to make sure the book is making sense to you. You can use the cover, title and picture to help you say what happened in the story. Watch me as I retell the story of *Biscuit Goes to School*. Retell the story using the cover and the pictures of the book.

Active Engagement: Now it's your turn to try it! Here is one of our favorite books *I'm Invited to a Party*. As I hold show some of the pages of the book, turn and

tell your partner what happened on that page. Great! Did you see how looking back at the pictures helped you remember and understand the story?

Link: So readers as you go off to read today, make sure you are doing some of the important work of retelling what happened in the story using the pictures!

Session 10

Connection: Readers yesterday we learned that readers retell what happened in their story using the cover and pictures. Today I want to teach you that...

Teach: Readers can help their partners retell by asking them questions such as, "Who is in the story?" or "What did she do?" or "What happened to her?" Recruit a reader to act as your partner. Ask the student to retell the first half *Biscuit Goes to School*. Stop him or her a few times and ask a question about the retelling. Ask students what they noticed about what you did.

Active Engagement: Are you ready to try this with your reading partner?

Partner A I want you to retell the rest of the story of *Biscuit Goes to School*.

Partner B I want you to ask a few questions during your partner's retelling to get him or her to say even more. Good! I noticed how kindly some of you asked your questions and how many readers said even more because of the questions they were asked. Now let's do that again switching roles!

Link: So readers remember as you listen to your partner retell their book, you are encouraged to ask questions that might get them to say even more about their books and characters.

Session 11

Connection: Readers, do you remember yesterday when we learned that reading partners can help their partner during a retelling by asking questions? Well, there is something else that readers can do to when they run into trouble during a retelling...

Teach: Sometimes readers do have trouble retelling, especially when they are new at it. When this happens, they should go back to the last place where everything made sense and reread from there, paying close attention to what is happening. Model retelling *Ish* but stop on the page where Ramon and his sister are looking at the pictures on her wall. Tell students that you can't quite

remember what is happening on this page. Go back and read from when Ramon enters her room and retell again. Then ask students what they noticed about what you did.

Active Engagement: We have spent the last few days learning about retelling our books. Let's make a chart together before we go off to read so that we can remember to do all of this important work. What did we first learn to do when we were retell? Good we use the cover and the pictures. Then what did we learn our partners can do to help us? Yes, ask us questions! Last, today we learned that you can do what if you forget what happened? Yes, we reread starting at where it made sense.

Link: Readers, remember today and every day when you read, you should do the important work of retelling the story and use the strategies we put on our anchor chart to help you!

Session 12

Connection: Today in our study of the characters in books we are going to think about the things that we notice about characters as we read. Then we will talk about them with our partners. Readers do that all the time. They discuss what they notice about the characters in their books. Just as you do when you are reading on your own, you can work with a partner to look at characters' facial expressions, gestures, and actions to learn about them. You might talk about how characters are feeling at the beginning, middle and end of a book as when as what the characters are saying (plus what they don't say)

Teach: Notice how I do this work by thinking about Mean Jean's face, the things she does, and her gestures in the beginning, middle and end of *Recess Queen*. Model this for the kids as you go through the book. What did you notice about what I said or thought about Mean Jean?

Active Engagement: Okay, now you try. You have a go at thinking about the other kids in this book and Katie Sue. I am going to flip to the beginning of the book. Notice the other kids in the story. Look at their faces, how they are standing, what they are doing...Turn and talk about what you are thinking. Repeat this for a middle section and the end of the book.

Link: Readers, you should do this type of work during your own reading as well. As you read notice the characters facial expressions, their gestures, and their actions. If the book doesn't have lots of pictures, then imagine what you think the character is looking like. Then, during partner time, you can talk with your partner about what you're noticing about your characters at the beginning, middle and end of the book.

Session 13

Connection: Have you noticed that sometimes the author comes right out and tells you what the characters are thinking? Like right here in We Are In A Book on page 14 Gerald just comes right out and asks "How is a reader reading us?".

We know by his words that Gerald is confused about how we, the reader, are reading him. We don't have to guess what he is thinking. Mo jsut tells us. Well, it isn't always like that. Look at this part of Recess Queen where Katie Sue comes to class the first time. Alexis tells us all about Katie Sue (a tiny kid, a kid you might scare with a boo), but not a thing about what Mean Jean is thinking. But I bet we can tell. We can figure out what she is probably thinking, or might want to say. We can even add our own speech bubbles or thought bubble on post it notes.

Teach: In fact, I am going to do this right now. I am going to take this sticky note and draw a thought bubble. In it I will write "Hehe...I new victim" because that is what I bet Mean Jean is thinking about this new teen, tiny kid that looks like she scares easy. Then I will put the sticky right here.

Active Engagement: Are you ready to try? I bet you are all really good guessers as to what the characters thinking or might say just by thinking about the story, noticing things about them, and thinking about the way they have acted, thought, or things they have said before. Take out a pretend sticky note and a pretend pencil. Look at this page in Biscuit Goes to School What do you think that the girl might be thinking or saying here? Have a few students share out their thoughts.

Link: I have put out a bunch of new sticky notes. When you are reading your own books, do this work. If you come across a spot where the author does not tell you what the character is saying or thinking...add your own words! I can't

wait to read what you guess that your character friends are thinking and saying today!

Bend II: Readers Pretend they are Characters and perform books in clubs to become character experts

Session 14

Launching the New Bend: Wow! You are all so good at getting to know the characters as you read! How about we spend the next few days reading every book as if we **ARE** the characters? Only instead of doing this as a whole class, or on our own, we will do this with a partner. Remember that readers walk in the shoes of their characters, noticing when they are feeling a certain way, and then they bring those feelings into their voices and gestures as they are reading and acting out the story.

Let's try that with our old favorite Pigeon book. Remember as we read we are going to bring out the feelings of the pigeon into our voices and gestures. We can read together but sometimes I will just have you turn to your partner and practice acting out that page. (Do this for any of your favorite pigeon book) Great Job! I can see that you can not only act out the book as a class, and I know that you can do this on your own. It was great to see you do this with your partner too! Today when you go off to your reading think about how you and your partner can act out one of your books remembering to bring feeling into your voices and gestures. Then, during partner time you can take turns acting out your books. In the next few days I am going to put you into book clubs so that you can study a certain character and act out books together.

Session 15

Connection: Yesterday I we started reading all of our books as if we were the characters in the books. Today I want to teach you how partners can act out scenes from texts together. One partner can be character and the other can be the narrator. The narrator reads the not talking part and the other partner

reads the talking parts. OR if there is not a part with a narrator then each partner can be a character in the book.

Teach: Let me show you what this looks like. I am going to be partners with (choose a good reader in your class who has good expression with their reading).

The book that we are going to read has a narrator and parts when characters talk. (Choose a book that has a narrator and is at your partner's reading level).

I am going to read the parts that are narrator and _____ is going to read the talking parts using feeling in their voice and gestures. See how that works?

Active Engagement: Now you'll try this with your partner. We will read *Hi Fly Guy*. One of you will be the Narrator and the other will read all the talking parts. (Choose one for each). Practice reading the book and acting it out

Link: So when you are reading today you will read the first part as an alone read reading, and rereading to get really good at the words and really fluent. Then you can act out a book during partner reading time remembering to use feeling in your voice and gestures.

Share: Tell students that to make their voice sound like the characters. Put a reminder of this on the "Use Your Voice to Bring Stories to Life!" anchor chart.

Session 16

Connection: Yesterday we worked on acting out or books with our partner.

Teach: Today I want to teach you that when you and your partner are acting out books and you come to a part where a character doesn't say anything, you can think, "Hmmm...What might the character say in this part?" and then look closely at the pictures to help you imagine those words. Do you remember when we read *My New Friend Is So Fun*? There are a few times in this book where Mo Willems doesn't tell us what Elephant and Snake are thinking and we have to imagine for ourselves using what we learned already in the story and their facial expressions. Lets look at page 31. What are they thinking?

Active Engagement: Now it's your turn to try it. Look what is happening on pages 36 and 37. Turn and tell your partner what you think Elephant and Snake are thinking. What good ideas you had about their feelings.

Link: So readers remember when you are reading and your character doesn't say what the character is thinking or feeling, you can work to figure it out and that will tell you important things about your character.

Share: Tell students that to make their book sound smooth they should scoop up words in phrases. Put a reminder of this on the "Use Your Voice to Bring Stories to Life!" anchor chart.

Session 17

Today is a really exciting day! Today we will be forming reading groups to study characters. Last night I collected all your books from your just right bookbags...but don't be sad! I a little different way for you to pick the books that you will read each day. Each book club will have a tub that they can choose books to read from. Your club will have a set spot to meet in the room and you will take your book tub there.

When readers work with others readers in books clubs they all read the same books, or books about the same topic. Sometimes you LOVE the books, and sometimes you don't but they all work together anyway and learn about the characters and study the books. They are open minded and it is amazing what they learn by being a part of club! As you read and reread your books together, be sure to look at both the *words* and *pictures*, and pay *close* attention to what the character does and says.

Now get going...go look dive into your book tubs and start to get to know your new friends..or some old friends even better!

Share: Tell students that to pop out important parts of their story. Put a reminder of this on the "Use Your Voice to Bring Stories to Life!" anchor chart.

Session 18

Connection: Readers who is so excited to get together with their new book clubs today?

Teach: Readers today I want to remind you that rereading can help you make your story come alive. You can read the first time just to figure out what is happening, but then reread again and again to make your reading smoother and more expressive. When you reread you can scoop words up into phrases, make your voice sound like the characters, read like a professional storyteller with gestures, and pop out important parts. Add the sticky note for "Read like a

professional storyteller..." to your "Use Your Voice to Bring Stories to Life!" anchor chart. Watch me as I decide which of these things I am going to focus on as I reread. I think I need to work on _____. Read aloud a few pages of a book you already read and really emphasize what you were working on.

Active Engagement: Now it's your turn to try. Pick a book you have read and a sticky note from your club's book bin. Make a goal for when you reread it today. Write your goal on your sticky note. Now turn and tell your partner what your goal is and what you are going to do as a reader to meet that goal as you read.

Link: So now you are ready to go off and reread and focus on either scooping words up into phrases, making your voice sound like the characters, reading like a professional storyteller with gestures, and popping out important parts.

Session 19

Connection: Readers, we know all about reading a book over and over to help the story come alive, and we know that in order to get to know a character it helps to actually pretend to BE that character, using our voices and gestures to sound and act like that character. Today I want to teach you that readers try out different ways to sound and act like their characters, and then decide on a way that best matches the clues the words give us. Club members can ask themselves "What can we do differently?" They might try changing the characters' voices or even their feelings, until they find the best fit for the story.

Teach: Watch me and notice how I think about changing my voice and feelings as I read part of *Hi! Fly Guy*. Read a part of the book and purposely read the words with the wrong expression or portraying the wrong feeling. Think aloud about how you might keep changing the voices and feelings.

Active Engagement: Your turn to try different ways a character might sound or feel. I'm going to read this part of *Fly Guy*. You tell me how I could change my voice or feeling and I'll try again. Then we'll check to see if it matches the clues the words give us. Do this with one or two sections of the book.

Link: When you meet with your group today and decide which book you will read, talk about how you will read the book. How will your voice sound? What will the feelings be that most match the words? You can do this every time you read a story!

Session 20

Connection: Yesterday we acted out our books and worked hard to make our voices and the way we thought about the character's feelings match the words and pictures in the book during the story. Today I want to teach you that one thing readers do is act out scenes that are beyond what's on the pages; they act out what might come after the last page of the book. At the end of a story, you can use what you know about the character to make a good prediction about what might happen next, even though the story is over.

Teach: I am thinking about Charlie Anderson and what happens after that story ends. I am also thinking about the end of Knuffle Bunny Free. You know how Mo tells us about his thoughts about Knuffle Bunny and Trixie after the story ends? Its called the Epilogue. Well, thinking about what happens after the story ends and predicting what comes next is like creating an epilogue. I always do this with a narrator's voice that tells what I think happens after the story ends. Like this... (model using your narrator's voice to tell what you think happens after Charlie Anderson ends telling your epilogue.)

Active Engagement: Now you try...Let's think about Recess Queen. It ends with Jean playing with her friends. Let's think about a good epilogue. What might happen next? (Take a few suggestions). Okay turn to your partner and take turns telling your epilogue for Recess Queen. "Epilogue: The next day at recess..."

Link: As you finish reading a book today, and everyday...think about what might happen next. Tell your own Epilogue in your best narrator's voice!

Session 21

Connection: Yesterday we had a lot of fun deciding what happened to our characters after our books ended! I have an important question for you to think about...Do you think that every reader who read that same book would have the same ideas about what happened after the story ended? I don't think so either.

Teach: Today I want to teach you that club members can share their different ideas about how a book might be performed, and be ready to explain their thinking, knowing that there isn't one right way. Turn to the page of Ish where his brother is laughing and says "WHAT is THAT?" Model the different ways

that Leon might say the words until you have one that sounds right and think aloud why that sounds right to you, emphasizing that this is how you interpret it and someone else might think different.

Active Engagement: Turn to the page of *Lsh* where Ramon is putting his pencil down. Read the words to the students and have them each take a turn saying Ramon's words and saying why they think he said them that way.

Link: So readers remember that when you are listening to others read stories that their way of reading it may be a little different than yours and that's ok!

Bend III: Giving the Gift of Reading

Session 22

Launch The Final Bend: Close your eyes. Imagine that someone is reading to you. They are reading one of your favorite books. Picture yourself snuggled up in your favorite spot. Ohhh...its a wonderful feeling right? Like they are giving you a gift. Not something that you can buy at a store, or even something that you might put on a wish list...but a wonderful gift anyway. They are giving you the gift of reading! Who was that person you were thinking about? Who has given you the gift of reading?

Today I want to teach you that you can give the gift of reading too! You can think about the people you care about and which stories they would love to hear from you. You can decide what you will perform, how you will perform it, and who will be your audience. You are going to want to do that right now because we will be inviting them to come to school next week during our reading workshop so that you can actually give them your gift of reading!

Show the class how to make the invitation. Fold a white piece of paper in half hamburger style. Make it look like a present. Glue the invitation specifics inside. On the top part inside the kids should write a personal note as to why they would like for that person to come.

Then send kids off to read and choose 2 books that they might want to give the gift of reading to their special guest. They should put these books in their just right bags. They can begin to practice their reading so that it is as polished as possible.

Session 23

Connection: Yesterday it was so exciting to decide who to invite to our celebration! But we have a little more work to do before then...

Teach: Readers it is up to you to decide which version of your book is the one you want to perform for the celebration. One way to do this is to revisit your book closely, seeing it first one way, then another, and then performing it each of these ways. Then figure out which way you like best! Model reading some of *My New Friend is So Fun* trying some of the dialogue in different voices until you find the right fit for you.

Active Engagement: Show the next 2 page spread in *My New Friend is So Fun*. Have reading partners practice reading it different ways until they find the way they think matches the illustrations and the story in general.

Link: So readers as you head off to practice today, remember to try your reading out in different ways so see what fits the book and especially your character best!

Session 24

Readers, today you will be meeting with your book clubs today to check in on your progress with your reading gifts. You can help each other by reminding you to work on some goals that will make your gift as beautiful as you can. I have made a checklist for you so that you can give each other the best help possible.

Make a chart that gives students the following reminders:

Book Clubs can help your reading...

- Decide who will go first
- Read your book to your club
- Ask the readers questions
- Give the readers little tips
- Switch roles

Before you send them off model how to ask the reader questions and give them a few little tips. Have the class notice how you did this and took care of the reader while pushing them to read more expressively/convey the feelings of the character.

Session 25

Connection: Yesterday we worked in our book clubs to improve our reading gift for our celebration.

Teach: Today I want to teach you that when you are presenting your gift reading, you need to make sure it is as beautiful as possible. Sometimes though it will not be perfect. You will mess up and that's ok because you can use rereading to fix it. Your listener will understand. Messing up happens to everyone. You just need to say, "Oops let me try that again!" and reread the sentence or page. Model reading a book, making a mistake and acting like it is a DISASTER! Then model again the same mistake and saying "Oops let me try that again!" and reread the sentence or page.

Active Engagement: Turn and tell your partner what words you will say if you make a mistake reading during our celebration. Great! Now we are prepared just in case that happens.

Link: So readers, remember that it's ok to make a mistake during our reading celebration! Just say "Oops let me try that again!" and reread the sentence or page.

Session 26

Connection: Do you remember what we practiced doing yesterday if we made a mistake while reading?

Teach: Today I want to teach you that if you are stuck on a word during our celebration, you can back up and get a running start toward that word. Fixing up your reading all by yourself is one of the most important signs that you are growing as a reader. Model getting stuck on a word and just staying silent for a minute. Then model getting stuck on a word and getting a running start toward that word.

Active Engagement: Model getting stuck on a word and ask students to show you aloud what they should do.

Link: So readers, remember that it's ok to get stuck on a word during our reading celebration! Just get a running start toward the word and try again!

Session 27

Connection: Tomorrow is the big day! We get to give our gift of reading to our special guests. I'm so excited and I hope that you are too. You are ready. Your reading sound beautiful. Today I want to teach you just one more thing before we celebrate...I want to teach you that you can plan for places to stop and talk about your book with your guest. You can use Post-its to mark places where you'll stop reading and talk about the book. You might mark the places where you want to do things or talk about things.

Teach: When you are reading with your guest you might want to point out details in the pictures, make sound effects or facial expressions during an important part, read a page more than once because it is sooooo good, stop and say what you are thinking, ask your listener to say what he or she is thinking too, or even tell the epilogue that you thought of for your book.

Hold up a book that you love to read that you have put 3 sticky notes in marking the different parts and what you want to do. Talk about the parts you choose and what your sticky note reminds you that you want to do with your reader.

Active Engagement: Readers, I have asked you to bring your final choice book that you are definitely going to read to your guest. I am going to give you 3 sticky notes. While you are at the carpet choose one spot where you will...(refer to list above). Then head back to your reading spot and put the other two sticky notes in your book. Jot down what you want to do with your listener at that spot. Then practice what you will say when you get to that spot.

Link: Okay...off you go...get your sticky notes ready and then do a few more practice reads just to be extra ready...

Session 28: Celebration

Students will read books to their invited guest to share the gift of reading. They will use their post-its as a place to stop and talk about the book to their guests. .

Shared reading books

1. *We Are in a Book* by Mo Willems
2. *Biscuit Goes to School* by Alyssa Capucilli
3. *Hi Fly Guy* by Tedd Arnold
4. *My New Friend Is So Fun* by Mo Willems

Read Alouds

1. *The Recess Queen* by Alexis O'neill
2. *Charlie Anderson* by Barbara Abercrombie