

# INTERACTIVE READ ALOUD

## UNDERSTANDING CHARACTERS



**16** WHOLE CLASS  
COMPREHENSION LESSONS  
USING MENTOR TEXTS

GRADES  
**2-4**

BY TEACHING AND TAPAS

# IN-PERSON *option*

This product works perfectly for teachers who are either new or experienced with teaching using an Interactive Read Aloud. I have included a concise primer that everyone can use for making every read aloud as effective as possible!

Each lesson includes a detailed script that goes along with a mentor text. I give you interactive stopping points for every read aloud. The stopping points use interactive elements such as turn and talk, sign language, and stop and jot.



# DISTANCE LEARNING *option*

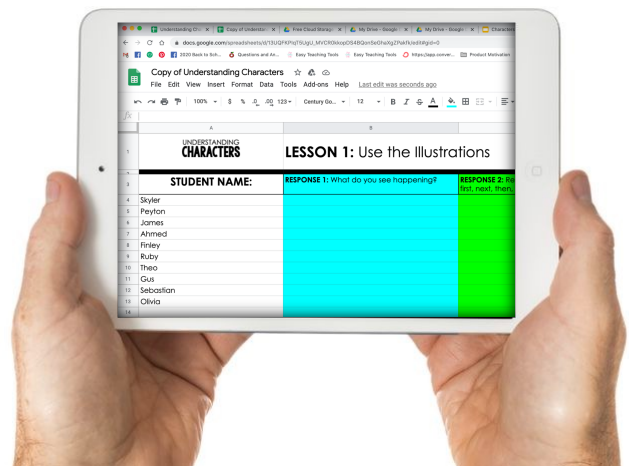
The distance learning version of these Interactive Read Aloud lessons is easy to set-up and use!

After you have a copy of the mentor text for the lessons, you will turn your video camera on and teach the lessons as if you were teaching in-person.

During an in-person lesson, your students typically “turn and talk” to a reading partner as they respond to the text. With the distance learning version, students type their responses into a shared Google sheet.

Instead of the printed bookmarks found in the in-person option, the distance learning option includes exit tasks that are shared through google docs.

Everything was made with EASE and EFFECTIVENESS in mind!



# UNDERSTANDING CHARACTERS

# INTERACTIVE READ ALOUD LESSONS IN THIS UNIT

## LESSON 1 **FOCUS:** Use the Illustrations

<b>STRATEGY:</b>	One strategy to retell a story after you have read it is to go back and tell what is happening in each illustration.
<b>TEXT:</b>	<i>The Cool Bean</i> by Jory John and Pete Oswald
<b>LESSON LANGUAGE:</b>	Retell the story in order by saying what happened in each illustration. Use words like "first", "next", "then", "finally", etc.
<b>SUGGESTED GRADE LEVELS:</b>	Grade 2
<b>ALTERNATE TEXTS:</b>	<i>The Good Egg</i> by Jory John and Pete Oswald <i>The Bad Seed</i> by Jory John and Pete Oswald <i>A Bad Case of Stripes</i> by David Shannon

## LESSON 2 **FOCUS:** Character Expressions

<b>STRATEGY:</b>	Pay attention to the character's expressions in the illustrations because they may tell you how the character is feeling.
<b>TEXT:</b>	<i>Somebody Loves You, Mr. Hatch</i> written by Eileen Spinelli
<b>LESSON LANGUAGE:</b>	What does the illustration tell you about how the character is feeling? Make the same face that you see the character making. What feeling matches this face? How did the character's feelings change throughout the story?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 2, Grade 3
<b>ALTERNATE TEXTS:</b>	<i>Wild</i> written by Emily Hughes <i>A Bad Case of Stripes</i> written by David Shannon

## LESSON 3 **FOCUS:** Character Feelings

<b>STRATEGY:</b>	Try to imagine how the character feels based on how he or she acts, what he or she says, and what he or she looks like in the illustrations.
<b>TEXT:</b>	<i>The Most Magnificent Thing</i> written by Ashley Spires
<b>LESSON LANGUAGE:</b>	How does the character feel? What do the character's words tell you about how he or she is feeling? What does the illustration tell you about how the character is feeling?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 2, Grade 3
<b>ALTERNATE TEXT:</b>	<i>Thank You, Mr. Falker</i> written by Patricia Polacco

## LESSON 4 **FOCUS:** Feelings Can Change

<b>STRATEGY:</b>	Pay attention to how a character's feelings change throughout the story.
<b>TEXT:</b>	<i>The Big Orange Splot</i> written by Daniel Manus Pinkwater
<b>LESSON LANGUAGE:</b>	How did the character feel at the beginning of the story? How did the character feel at the end of the story? What caused the character's feelings to change?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 2, Grade 3
<b>ALTERNATE TEXT:</b>	<i>Rose Meets Mr. Wintergarten</i> written by Bob Graham

# UNDERSTANDING CHARACTERS

# INTERACTIVE READ ALOUD LESSONS IN THIS UNIT

## LESSON 5 **FOCUS:** Think and Speak Like the Character

<b>STRATEGY:</b>	Think about how the character is feeling at different points in the story. Make your voice sound like the emotion of the character when reading out loud.
<b>TEXT:</b>	<i>Spaghetti in a Hot Dog Bun</i> by Maria Dismondy
<b>LESSON LANGUAGE:</b>	How is the character feeling here? How can you make your voice match the feeling?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 2, Grade 3
<b>ALTERNATE TEXTS:</b>	<i>The Recess Queen</i> by Alexis O'Neill and Laura Huliska-Beith <i>The Rough-Face Girl</i> by Rafe Martin

## LESSON 6 **FOCUS:** The Storyteller's Point of View

<b>STRATEGY:</b>	Recognize who is telling the story because the point of view of the storyteller may affect how the story is told.
<b>TEXT:</b>	<i>The True Story of the 3 Little Pigs!</i> by Jon Scieszka and any traditional version of <i>The Three Little Pigs</i> (My favorite is James Marshall's version.)
<b>LESSON LANGUAGE:</b>	Who is telling the story? How might the story be different if told from a different point of view?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 2, Grade 3, Grade 4

## LESSON 7 **FOCUS:** Guessing a Character's Thoughts

<b>STRATEGY:</b>	Even if the text does not tell you what the character thinks or feels, try to make guesses about, or infer, what he or she is feeling or thinking.
<b>TEXT:</b>	<i>The Paper Bag Princess</i> written by Robert Munsch
<b>LESSON LANGUAGE:</b>	How do you think the character feels? What do you think the character is thinking?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 2, Grade 3
<b>ALTERNATE TEXTS:</b>	<i>Carla's Sandwich</i> written by Debbie Herman <i>The Hula-Hoopin' Queen</i> written by Thelma Lynne Godin

## LESSON 8 **FOCUS:** Introduction to Inferring

<b>STRATEGY:</b>	Use inferring skills to understand information that is not always completely described in the text. An inference is something that is not directly stated but can be figured out by adding clues from the text and your background knowledge together.
<b>TEXT:</b>	<i>Two Bad Ants</i> by Chris Van Allsburg
<b>LESSON LANGUAGE:</b>	What can you infer about...? What clues in the text led you to that inference?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 2, Grade 3
<b>ALTERNATE TEXTS:</b>	<i>Voices in the Park</i> by Anthony Browne <i>The Gardener</i> by Sarah Stewart

# UNDERSTANDING CHARACTERS

## INTERACTIVE READ ALOUD LESSONS IN THIS UNIT

### LESSON 9 **FOCUS:** Inferring Character Traits

<b>STRATEGY:</b>	You can infer about a character's traits, which are parts of the personality that are consistent over time.
<b>TEXT:</b>	<i>Olivia</i> written by Ian Falconer
<b>LESSON LANGUAGE:</b>	Describe the character traits you can infer about the character. What are one or two words that describe the character's personality? What details in the text make you think this? Have you ever known anyone in real life like the character?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 3, Grade 4
<b>ALTERNATE TEXTS:</b>	<i>Catching the Moon: The Story of a Young Girl's Baseball Dream</i> written by Crystal Hubbard

### LESSON 10 **FOCUS:** Inner Traits vs. Outer Traits

<b>STRATEGY:</b>	When you think about characters, focus on their inner traits instead of their outer traits. This will usually give you a deeper understanding of the character.
<b>TEXT:</b>	<i>My Rotten Redheaded Older Brother</i> written by Patricia Polacco
<b>LESSON LANGUAGE:</b>	What are the inner traits of the character? What are the outer traits of the character? Do you get a deeper understanding of the character from the inner traits or the outer traits?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 3, Grade 4
<b>ALTERNATE TEXTS:</b>	<i>Enemy Pie</i> written by Derek Munson

### LESSON 11 **FOCUS:** Going Deeper with Inferring

<b>STRATEGY:</b>	Use inferring skills to understand information that is not always completely described in the text. An inference is something that is not directly stated but can be figured out by adding clues from the text and your background knowledge together.
<b>TEXT:</b>	<i>The Wretched Stone</i> by Chris Van Allsburg
<b>LESSON LANGUAGE:</b>	What can you infer about...? What clues in the text led you to that inference?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 4

### LESSON 12 **FOCUS:** Describe Characters Using Text Evidence

<b>STRATEGY:</b>	When you make a statement about what a character is like, what he or she wants, or how he or she feels, back up the statement with supporting evidence from the text.
<b>TEXT:</b>	<i>Mirette on the High Wire</i> written by Emily Arnold McCully
<b>LESSON LANGUAGE:</b>	What is something that you know about the character? What evidence from the text supports this?
<b>SUGGESTED GRADE LEVELS:</b>	Grade 3, Grade 4
<b>ALTERNATE TEXTS:</b>	<i>Here Comes the Garbage Barge</i> , written by Jonah Winter

# UNDERSTANDING CHARACTERS

# INTERACTIVE READ ALOUD LESSONS IN THIS UNIT

## LESSON 13

## FOCUS: Ask and Answer Questions

STRATEGY:	Ask and answer questions while you are reading so that you are able to think beyond the surface of the text.
TEXT:	<i>Fly Away Home</i> written by Eve Bunting
LESSON LANGUAGE:	What are you wondering about? What questions do you have about the story that go beyond the text?
SUGGESTED GRADE LEVELS:	Grade 3, Grade 4

## LESSON 14

## FOCUS: Sometimes Characters Repeat Patterns

STRATEGY:	Pay attention to behavior patterns that a character repeats throughout the story because the pattern may show us important traits of the character.
TEXT:	<i>The Giving Tree</i> written by Shel Silverstein
LESSON LANGUAGE:	What character trait pattern does the character repeat in the story?
SUGGESTED GRADE LEVELS:	Grade 3, Grade 4
ALTERNATE TEXTS:	<i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> written by Judith Viorst <i>The Big Orange Splot</i> written by Daniel Pinkwater <i>Caps For Sale</i> written by Esphyr Slobodkina

## LESSON 15

## FOCUS: Character Motivation

STRATEGY:	In addition to thinking about what a character thinks, says, and does, think about his or her <u>motivation</u> (why he or she thinks, says, or does something). This will give you a deeper understanding of the character.
TEXT:	<i>The Stranded Whale</i> written by Jane Yolen
LESSON LANGUAGE:	What were the character's motivations for his or her actions? What did the character say or do? Why did he or she say it or do it? It's okay to begin your response with, "Maybe he/she did this because..." since you may have to use inferring skills.
SUGGESTED GRADE LEVELS:	Grade 3, Grade 4
ALTERNATE TEXTS:	<i>Silvester and the Magic Pebble</i> written by William Steig <i>Lenny &amp; Lucy</i> written by Philip C. Stead

## LESSON 16

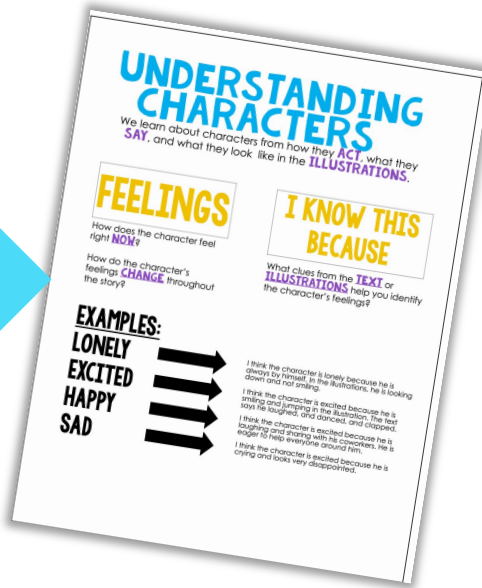
## FOCUS: Compare Characters

STRATEGY:	Some authors include more than one character in the story so that you can compare/contrast their personalities or how they handle challenges differently. If a story has two important characters, pay attention to each character's different character traits or how each one handles problems/challenges differently.
TEXT:	<i>Rose Meets Mr. Wintergarten</i> written by Bob Graham
LESSON LANGUAGE:	What was the problem in the story? How did each character respond to the problem? How are the characters different from each other? Is there anything the characters have in common?
SUGGESTED GRADE LEVELS:	Grade 3, Grade 4
ALTERNATE TEXTS:	<i>Amos &amp; Boris</i> written by William Steig <i>Mufaro's Beautiful Daughters</i> by John Steptoe

# EVERY LESSON INCLUDES:

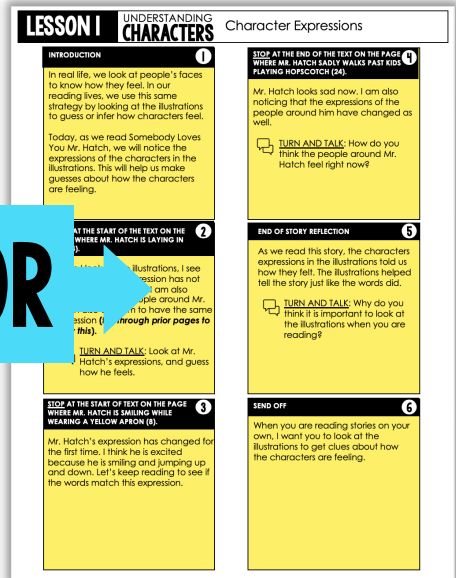
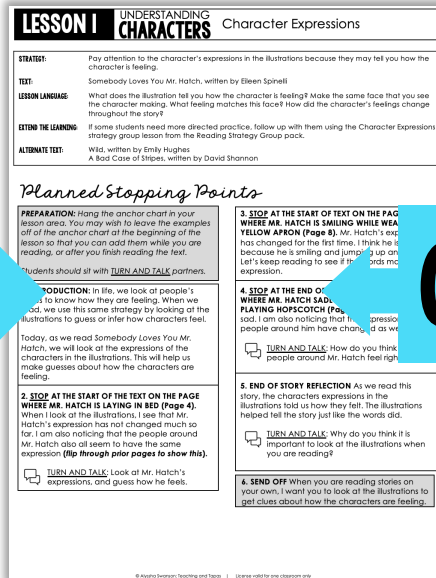
## ANCHOR CHART

Each lesson includes a printable anchor chart that you can print either on full-size chart paper or on 8"x11" paper (great for a notebook reference!).



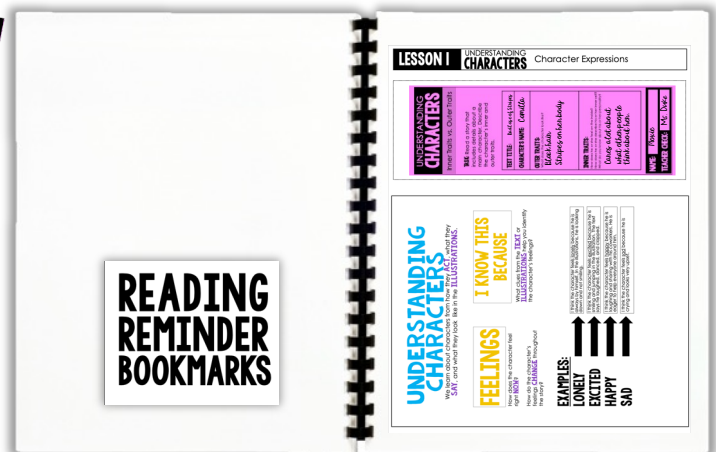
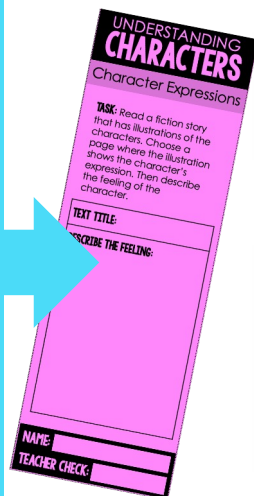
## ONE-PAGE LESSON

The interactive read-aloud lesson can either be printed conveniently onto **one** piece of paper **or** onto sticky notes that you can place directly on the mentor text.



## EXIT TICKET

After the lesson, send students to read independently with exit task bookmarks aligned to the day's lesson. There is a student workbook included that holds completed bookmarks, along with a copy of the anchor chart that went with the lesson.





# STEP 1

## review the basics

This product works perfectly for teachers who are either new or experienced with teaching using an interactive read-aloud. I have included a concise primer that everyone can use for making every read-aloud as effective as possible!

### INTERACTIVE READ ALOUD IN SIX EASY STEPS

- 1. CHOOSE THE SKILL YOU WANT TO TEACH**  
Think about what skills your students need in order to be successful readers.
- 2. CHOOSE THE RIGHT MENTOR TEXT**  
We have access to many great mentor texts in our school libraries, classroom libraries, or public libraries. You can find book lists organized by skill OR you can just flip through the books you love. If you are looking for a certain skill, you will be able to find it. I usually spend about 10 minutes a week looking through my books with my upcoming reading strategies in mind.
- 3. PLAN YOUR READ ALOUD**  
- Sit down with a pack of sticky notes.  
- As you read, pay attention to your "mentor reader".  
- Mark down places where you notice yourself using the reading skill you want your students to focus on.  
- Mark some places in the text where your students could practice using the skill during your lesson (this is on step four).  
- Plan only about 3-5 "stops" during each read-aloud session.  
- Each read-aloud session should last around 10 minutes.  
- You do not have to finish a book in one reading session.
- 4. MAKE YOUR LESSON INTERACTIVE**  
When you read your book aloud, you will also be teaching your mini-lesson. To do this, stop 3-5 times during your read-aloud and model how you used the strategy. You should also give your students a chance to practice the skill. Our classrooms are too full for us to rely on calling on one student at a time. Every student needs to be thinking and interacting for every question you ask.
- 5. SET UP ACCOUNTABLE INDEPENDENT READING**  
Give your students time to continuously read (15-30 minutes) books they choose, at their "just right" reading level. Keep students accountable to the skills you are teaching with exit slips.
- 6. CONFERRING AND SMALL GROUP WORK**  
While students are reading independently, you can confer with individuals or teach small group strategy lessons.

**TURN AND TALK** **SIGN LANGUAGE** **STOP AND JOY**

**INCLUDE:** The product includes a suggested one-stop read-aloud.

**INCLUDE:** The product tells you where to stop and what to say at each suggested stop. These sticky notes are placed directly onto sticky notes that you add to the text before your read-aloud.

**INCLUDE:** This product gives you the interactive stopping points for every read-aloud. The stopping points include: interactive elements such as turn and talk, sign language, and stop and joy.

**OPTIONAL ADD-ON:** This product works seamlessly with my strategy anchor bundle.

### NINE RULES FOR AN EFFECTIVE INTERACTIVE READ ALOUD

- 1. THERE IS A DIFFERENCE BETWEEN A READ ALOUD AND AN INTERACTIVE READ ALOUD**  
The phrase "interactive read-aloud" refers to a read-aloud that is a teaching lesson. A "read-aloud" generally refers to reading a text aloud solely for enjoyment. Both have a place in an elementary classroom. I like to have a quiet, uninterrupted session of reading aloud from a long or chapter book for the last 15 minutes of our day. This is very different from my interactive read-aloud, which is when I read a text aloud for a focused, specific lesson.
- 2. FOCUS ON ONLY ONE SKILL PER DAY**  
Keep your interactive read-aloud focused. For example, if you choose a text to read for a lesson focused on "character motivation," keep all of the commentary and interactive practice focused on that skill rather than mixing other skills into the lesson.
- 3. CHOOSE HIGH-LEVEL MENTOR TEXTS**  
Be deliberate when choosing the mentor texts that you use for your interactive read-aloud. I suggest looking for books that give you a very clear opportunity to practice the skill you are teaching. Often early chapter books that are written at an early elementary reading level are NOT rich texts and do not provide meaningful opportunities to practice the skill. The more complex, many great mentor texts in our school libraries, classroom libraries, or public libraries. You can find book lists organized by skill or you can just flip through the books you love. If you are looking for a certain skill, you will be able to find it. I usually spend about 10 minutes a week looking through my books with my upcoming reading strategies in mind.
- 4. MAKE THE READ ALOUD INTERACTIVE**  
Our classrooms have too many students for us to rely on calling on one student at a time. Every student needs to be thinking and interacting for every question you ask.
- 5. PLAN AHEAD**  
Your goal will be to model how you use the skill in your own reading during your lesson. The more authentic your modeling is, the more effective your lesson will be. To do this, sit down with the book before you teach the skill. Read it with the strategy in mind. For example, if you are going to do a lesson on "character traits," read the book and notice when you use the skill yourself. Write the skill on a sticky note and put it on that page of the book as a reminder for when you read the text to the class.
- 6. KEEP IT SHORT (ABOUT 10 MINUTES)**  
A concise lesson that does not drag on for too long is the best for keeping all students engaged.
- 7. YOU DO NOT NEED TO FINISH A TEXT IN ONE SESSION**  
It is totally okay to read only part of a book for your lesson. If needed, you can use just a small section of text to illustrate and practice the strategy.
- 8. PLAN 3-5 STOPS**  
Ideally, you should stop 3-5 times during your read-aloud and model how you used the strategy. Don't stop too often or you will lose the story so much that it's hard to follow. Include the interactive elements such as "turn and talk" within this 3-5 stop range.
- 9. YOU CAN USE THE SAME BOOK FOR MANY LESSONS**  
Remember, the purpose of the interactive read-aloud is the lesson, not the story. When you read a familiar story with a new focus, your students may see it with fresh eyes.

# STEP 2

## make a plan

There is a **year-long plan** included that breaks down the lessons that should be taught in each unit.

### September: SETTING UP PROCEDURES & BUILDING STANZA

**NOTE:** There are no interactive read-aloud lessons written for this introductory unit.

Use these first few weeks of school to assess reading levels and recommend setting the line on the first day with a word about your expectations for the following routines.

#### THE FIRST 15 DAYS OF READING LESSONS

- DAY 1: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 2: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 3: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 4: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 5: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 6: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 7: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 8: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 9: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 10: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 11: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 12: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 13: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 14: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)
- DAY 15: CHOOSE A CHARACTER, SPOT FOR INDEPENDENT READING**  
After a read-aloud, teach expectations for independent reading time. (Le. 3-5 minutes)

### October: UNDERSTANDING CHARACTERS

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 6-8
Character Motivation	Yes	Week 6: Character Motivation
Character Traits	Yes	Week 7: Character Traits
Character Relationships	Yes	Week 8: Character Relationships
Character Development	Yes	Week 9: Character Development
Character Conflict	Yes	Week 10: Character Conflict
Character Resolution	Yes	Week 11: Character Resolution
Character Analysis	Yes	Week 12: Character Analysis

### November: TEXT FEATURES & STRUCTURE

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 9-12
Text Features	Yes	Week 9: Text Features
Text Structure	Yes	Week 10: Text Structure
Text Organization	Yes	Week 11: Text Organization
Text Analysis	Yes	Week 12: Text Analysis

### December: VOCABULARY AND CONTEXT CLUES

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 13-15
Vocabulary	Yes	Week 13: Vocabulary
Context Clues	Yes	Week 14: Context Clues
Word Analysis	Yes	Week 15: Word Analysis

### January: MAIN IDEA AND KEY DETAILS (CONTINUED)

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 16-18
Main Idea	Yes	Week 16: Main Idea
Key Details	Yes	Week 17: Key Details
Text Analysis	Yes	Week 18: Text Analysis

### February: THEME

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 19-22
Theme	Yes	Week 19: Theme
Text Analysis	Yes	Week 20: Text Analysis
Character Analysis	Yes	Week 21: Character Analysis
Text Organization	Yes	Week 22: Text Organization

### March: FOCUS ON TEST PREP

Use this time to prepare your students for standardized testing.

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 23-26
Test Prep	Yes	Week 23: Test Prep
Text Analysis	Yes	Week 24: Text Analysis
Character Analysis	Yes	Week 25: Character Analysis
Text Organization	Yes	Week 26: Text Organization

### April: AUTHOR'S PURPOSE

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 27-31
Author's Purpose	Yes	Week 27: Author's Purpose
Text Analysis	Yes	Week 28: Text Analysis
Character Analysis	Yes	Week 29: Character Analysis
Text Organization	Yes	Week 30: Text Organization
Test Prep	Yes	Week 31: Test Prep

### May: SUMMARIZING

INTERACTIVE READ ALOUD LESSONS	STRATEGY GROUP	READING WARM-UPS: WEEKS 32-33
Summarizing	Yes	Week 32: Summarizing
Text Analysis	Yes	Week 33: Text Analysis

**BONUS: I HAVE SUGGESTED 15 DAYS OF LESSONS FOR SETTING UP YOUR READING BLOCK PROCEDURES STARTING FROM DAY ONE.**

**THIS PRODUCT WORKS SEAMLESSLY WITH MY "READING STRATEGY GROUP" BUNDLE AND DAILY WARM-UPS. THIS PLANNING PAGE SHOWS HOW ALL THREE PRODUCT LINES FIT TOGETHER.**



# STEP 3

print the lesson

The interactive read-aloud lesson can either be printed conveniently onto **one** piece of paper **or** onto sticky notes that you can place directly on the mentor text. A guide to printing on sticky notes is included.

**LESSON 1** UNDERSTANDING CHARACTERS Character Expressions

**STRATEGY:** Pay attention to the character's expressions in the illustrations because they may tell you how the character is feeling.

**TEXT:** Somebody Loves You Mr. Hatch, written by Ellen Spinell

**LESSON LEARNING:** What does the illustration tell you how the character is feeling? Make the same face that you see the character making. What feeling matches this face? How did the character's feelings change throughout the story?

**EXTEND THE LEARNING:** If some students need more directed practice, follow up with them using the Character Expressions strategy group lesson from the Reading Strategy Group pack.

**ALTERNATE TEXT:** Wild, written by Emily Hughes  
A Bad Case of Stitches, written by David Shannon

**Planned Stopping Points**

**PREPARATION:** Hang the anchor chart in your lesson area. You may wish to leave the examples off of the anchor chart at the beginning of the lesson so that you can add them while you are reading, or after you finish reading the text.

Students should sit with **TURN AND TALK** partners.

**1. INTRODUCTION:** In life, we look at people's faces to know how they are feeling. When we read, we use this same strategy by looking at the illustrations to guess or infer how characters feel.

Today, as we read Somebody Loves You Mr. Hatch, we will look at the expressions of the characters in the illustrations. This will help us make guesses about how the characters are feeling.

**2. STOP AT THE START OF THE TEXT ON THE PAGE WHERE MR. HATCH IS LAYING IN BED (Page 4).** When I look at the illustrations, I see that Mr. Hatch's expression has not changed much so far. I am also noticing that the people around Mr. Hatch also all seem to have the same expression (**Flip through prior pages to show this**).

**TURN AND TALK:** Look at Mr. Hatch's expressions, and guess how he feels.

**3. STOP AT THE START OF THE TEXT ON THE PAGE WHERE MR. HATCH IS SMILING WHILE WEARING A YELLOW APRON (Page 8).** Mr. Hatch's expression has changed for the first time. I think he is excited because he is smiling and jumping up and down. Let's keep reading to see if the words match this expression.

**TURN AND TALK:** How do you think the people around Mr. Hatch feel right now?

**4. STOP AT THE END OF THE TEXT ON THE PAGE WHERE MR. HATCH SADLY WALKS PAST KIDS PLAYING HOPSCOTCH (Page 24).** Mr. Hatch looks sad. I am also noticing that the expressions of the people around him have changed as well.

**TURN AND TALK:** How do you think the people around Mr. Hatch feel right now?

**5. END OF STORY REFLECTION:** As we read this story, the characters' expressions in the illustrations helped tell the story just like the words did.

**TURN AND TALK:** Why do you think it is important to look at the illustrations when you are reading?

**6. SEND OFF:** When you are reading stories on your own, I want you to look at the illustrations to get clues about how the characters are feeling.

OR

**LESSON 1** UNDERSTANDING CHARACTERS Character Expressions

**INTRODUCTION**

In real life, we look at people's faces to know how they feel. In our reading lives, we use this same strategy by looking at the illustrations to guess or infer how characters feel.

Today, as we read Somebody Loves You Mr. Hatch, we will notice the expressions of the characters in the illustrations. This will help us make guesses about how the characters are feeling.

**STOP AT THE START OF THE TEXT ON THE PAGE WHERE MR. HATCH IS LAYING IN BED (4)**

When I look at the illustrations, I see that Mr. Hatch's expression has not changed much so far. I am also noticing that the people around Mr. Hatch also all seem to have the same expression (**Flip through prior pages to show this**).

**TURN AND TALK:** Look at Mr. Hatch's expressions, and guess how he feels.

**STOP AT THE START OF THE TEXT ON THE PAGE WHERE MR. HATCH IS SMILING WHILE WEARING A YELLOW APRON (8)**

Mr. Hatch's expression has changed for the first time. I think he is excited because he is smiling and jumping up and down. Let's keep reading to see if the words match this expression.

**STOP AT THE END OF THE TEXT ON THE PAGE WHERE MR. HATCH SADLY WALKS PAST KIDS PLAYING HOPSCOTCH (24)**

Mr. Hatch looks sad now. I am also noticing that the expressions of the people around him have changed as well.

**TURN AND TALK:** How do you think the people around Mr. Hatch feel right now?

**END OF STORY REFLECTION**

As we read this story, the characters' expressions in the illustrations helped tell the story just like the words did.

**TURN AND TALK:** Why do you think it is important to look at the illustrations when you are reading?

**SEND OFF**

When you are reading stories on your own, I want you to look at the illustrations to get clues about how the characters are feeling.

# STEP 4

introduce the lesson

Each lesson includes an introduction to the lesson and a **printable anchor chart** that you can print either on full-size chart paper or on 8"x11" paper.

**CHARACTER TRAITS**

These are adjectives that describe the character's personality.

creative, artistic, determined, bossy, kind, shy

**INFERRING**

Combine the character's thoughts, actions, feelings, and words with your background knowledge to make inferences about the character's personality.

**THOUGHTS**

**ACTIONS**

**FEELINGS**

**WORDS**

Based on what I know about people and the text details, I can infer that the character is...

**CHARACTER TRAITS**

**INNER**

THE CHARACTER'S PERSONALITY AND WHO THEY ARE ON THE INSIDE

- artistic
- determined
- kind
- shy

**WHY WE SEE**

- brown hair
- purple shirt
- brown eyes
- tall

THE INNER CHARACTER TRAITS ARE ALMOST ALWAYS MUCH MORE IMPORTANT THAN THE OUTER CHARACTER TRAITS

**UNDERSTANDING CHARACTERS**

We learn about characters from how they **ACT**, what they **SAY**, and what they look like in the **ILLUSTRATIONS**.

**FEELINGS**

How does the character feel right **NOW**?

How do the character's feelings **CHANGE** throughout the story?

**EXAMPLES:**

LONELY  
EXCITED  
HAPPY  
SAD

**I KNOW THIS BECAUSE**

What clues from the **TEXT** or **ILLUSTRATIONS** help you the character's feelings?

I think the character is **lonely** because he is always by himself, in the down and not smiling.

I think the character is **excited** because he is smiling and jumping, or says he is happy.

I think the character is **happy** because he is laughing and she is eager to help.

I think the character is **sad** because he is crying and looking down.

# STEP 5

teach the lesson

Prepare for the lesson.  
Introduce the lesson.  
Teach the lesson.

(Two formatting options are available – either print the lesson onto one piece of paper, or print it directly onto sticky notes.)

## THE STRATEGY

### LESSON 1

### UNDERSTANDING CHARACTERS

### Character Expressions

<b>STRATEGY:</b>	Pay attention to the character's expressions in the illustrations because they may tell you how the character is feeling.
<b>TEXT:</b>	Somebody Loves You Mr. Hatch, written by Eileen Spinelli
<b>LESSON LANGUAGE:</b>	What does the illustration tell you how the character is feeling? Make the same face that you see the character making. What feeling matches this face? How did the character's feelings change throughout the story?
<b>EXTEND THE LEARNING:</b>	If some students need more directed practice, follow up with them using the Character Expressions strategy group lesson from the Reading Strategy Group pack.
<b>ALTERNATE TEXTS:</b>	Wild, written by Emily Hughes A Bad Case of Stripes, written by David Shannon

## THE NAME OF THE TEXT

### Planned Stopping Points

**PREPARATION:** Hang the anchor chart in your lesson area. You may wish to leave the examples off of the anchor chart at the beginning of the lesson so that you can add them while you are reading, or after you finish reading the text.

Students should sit with **TURN AND TALK** partners.

**1. INTRODUCTION:** In life, we look at faces to know other people are feeling. When we read, we use this same strategy by looking at the illustrations to guess or infer how characters feel.

Today, as we read *Somebody Loves You Mr. Hatch*, we will look at the expressions of the characters in the illustrations. This will help us make guesses about how the characters are feeling.

**2. STOP AT THE START OF THE TEXT ON THE PAGE WHERE MR. HATCH IS LAYING IN BED (Page 4).** When I look at the illustrations, I see that Mr. Hatch's expression has not changed much so far. I am also noticing that the people around Mr. Hatch also all seem to have the same expression (**flip through prior pages to show this**).

**TURN AND TALK:** Look at Mr. Hatch's expressions, and guess how he feels.

**3. STOP AT THE START OF TEXT ON THE PAGE WHERE MR. HATCH IS SMILING WHILE WEARING A YELLOW APRON (Page 8).** Mr. Hatch's expression has changed for the first time. I think he is excited because he is smiling and jumping up and down. Let's keep reading to see if the words match this expression.

**4. STOP AT THE END OF THE TEXT ON THE PAGE WHERE MR. HATCH SADLY WALKS PAST KIDS PLAYING HOPSCOTCH (Page 24).** Mr. Hatch looks sad. I am also noticing that the expressions of the people around him have changed as well.

**TURN AND TALK:** How do you think the people around Mr. Hatch feel right now?

**5. END OF STORY REFLECTION** As we read this story, the characters expressions in the illustrations told us how they felt. The illustrations helped tell the story just like the words did.

**TURN AND TALK:** Why do you think it is important to look at the illustrations when you are reading?

**6. SEND OFF** When you are reading stories on your own, I want you to look at the illustrations to get clues about how the characters are feeling.

PAGE NUMBERS FOR STOPPING POINTS

(PAGE ONE IS ALWAYS THE FIRST PAGE WHERE THE TEXT STARTS)

INTERACTIVE ELEMENTS

TIME TO TELL STUDENTS YOUR EXPECTATION FOR USING THE SKILL INDEPENDENTLY

## TIPS FOR PREPARING FOR THE LESSON

EASILY PRINT ONTO STICKY NOTES

**LESSON 1 UNDERSTANDING CHARACTERS Character Expressions**

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**5. SEND OFF**

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# STEP 6

*independent practice*

Send your students off with accountability practice. When you finish the group lesson, you can expect your students to use the strategy in their **independent reading** with their independently-chosen books.

**UNDERSTANDING CHARACTERS**

Character Expressions

**TASK:** Read a fiction story that has illustrations of the characters. Choose a page where the illustration shows the character's expression. Then describe the feeling of the character.

TEXT TITLE: \_\_\_\_\_

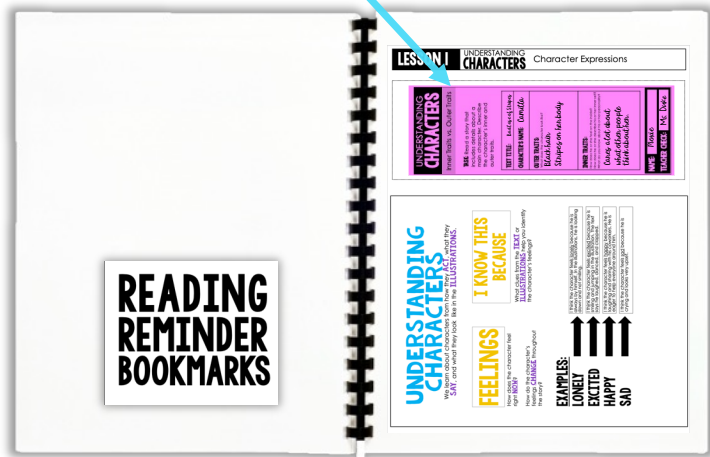
DESCRIBE THE FEELING: \_\_\_\_\_

NAME: \_\_\_\_\_

TEACHER CHECK: \_\_\_\_\_

Completed exit slip bookmarks are taped onto the spot indicated in the included workbook pages. It is stored next to a copy of the anchor chart that was used in the interactive read-aloud so that they can be used as reference materials.

Detailed organization tips are included in the download.



# PRINT AND GO

Everything in here is ready to go.

All you need to do is print the lessons and gather the mentor texts.

Everything is scripted, so your planning time is less than two minutes per lesson! You can even hand these lessons off to subs or reading aides!



# INTERACTIVE READ-ALoud IN SIX EASY STEPS

## 1. CHOOSE THE SKILL YOU WANT TO TEACH

Think about what skills your students need in order to be successful readers.

### INCLUDED!

This product includes a suggested year-long skill breakdown.

## 2. CHOOSE THE RIGHT MENTOR TEXT

We have access to many great mentor texts in our school libraries, classroom libraries, and/or public libraries. You can find book lists organized by skills, OR you can just flip through the books you love. If you are looking for a certain skill, you will be able to find it. I usually spend about 10 minutes a week looking through my books with my upcoming reading strategies in mind.

### INCLUDED!

This product tells you the commonly found book titles that you should use for each lesson.

## 3. PLAN YOUR READ-ALoud

- Sit down with a pack of **sticky notes**.
- As you read, pay attention to your "inner reader".
- **Mark down places** where you notice yourself using the reading skill you want your students to focus on.
- Mark some places in the text where your **students could practice using the skill** during your lesson (tips for practicing this are on step four).
- Plan only about **3-5 "stops"** during each read-aloud session.
- Each read-aloud session should last **around 10 minutes**.
- You do not have to finish a book in one reading session.

### INCLUDED!

This product tells you where to stop and what to say with a suggested text. These stops can be printed directly onto sticky notes that you add to the text before your read-aloud.

## 4. MAKE YOUR LESSON INTERACTIVE

When you read your book aloud, you will also be teaching your mini lesson. To do this, stop 3-5 times during your read-aloud, and model how you used the strategy. You should also give your students a chance to practice the skill. Our classrooms are too full for us to rely on calling on one student at a time. Every student needs to be thinking and interacting with every question you ask.

TURN AND TALK



SIGN LANGUAGE



STOP AND JOT



### INCLUDED!

This product gives you the interactive stopping points for every read-aloud. The stopping points included use interactive elements such as turn and talk, sign language, and stop and jot.

## 5. SET UP ACCOUNTABLE INDEPENDENT READING

Give your students time (15-30 minutes) to continuously read books they choose at their "just right" reading level. Keep students accountable to the skills you are teaching with exit slips.

### INCLUDED!

This product gives you exit ticket bookmarks for every lesson.

## 6. CONFERRING AND SMALL-GROUP WORK

While students are reading independently, you can confer with individuals or teach small-group strategy lessons.

### \*\*OPTIONAL ADD-ON\*\*

This product works seamlessly with my strategy group bundle.

# NINE RULES FOR AN EFFECTIVE INTERACTIVE READ-ALoud

## 1. **THERE IS A DIFFERENCE BETWEEN A READ-ALoud AND AN INTERACTIVE READ-ALoud**

The phrase “interactive read-aloud” refers to a read-aloud that is a teaching lesson. A “read-aloud” generally refers to reading a text aloud solely for enjoyment. BOTH have a place in an elementary classroom. I like to have a quiet and relaxing session of reading aloud from a long chapter book for the last 15 minutes of our day. This is very different from my interactive read-aloud, which is when I read a text aloud for a focused, specific lesson.

## 2. **FOCUS ON ONLY ONE SKILL PER DAY**

Keep your interactive read-aloud focused. For example, if you choose a text that is focused on “character expressions” to read for a lesson, keep all of the commentary and interactive practice focused on that skill, rather than mixing other skills into the lesson.

## 3. **CHOOSE RICH MENTOR TEXTS**

Be deliberate when choosing the mentor texts that you use for your interactive read-alouds. I suggest looking for books that give you very clear opportunities to practice the skills you are teaching. Early chapter books that are written at an early elementary reading level are often NOT rich texts and do not provide meaningful opportunities to practice the skill. We have access to many great mentor texts in our school libraries, classroom libraries, and/or public libraries. You can find book lists organized by skill online, OR you can just flip through the books you love. If you are looking for a certain skill, you will be able to find it. I usually spend about 10 minutes a week looking through my books with my upcoming reading strategies in mind.

## 4. **MAKE THE READ-ALoud INTERACTIVE**

Our classrooms have too many students for us to rely on calling on one student at a time. Every student needs to be thinking and interacting with every question you ask.

## 5. **PLAN AHEAD**

Your goal will be to model how you use the skill in your own reading during your lesson. The more authentic your modeling is, the more effective your lesson will be. To do this, sit down with the book before you teach the skill. Read it with the strategy in mind. For example, if you are going to do a lesson on “context clues”, read the book, and notice when you use the skill yourself. Write this on a sticky note, and put it on that page of the book as a reminder for when you read the text to the class.

## 6. **KEEP IT SHORT (ABOUT 10 MINUTES)**

A concise lesson that does not drag on for too long is the best for keeping all students engaged.

## 7. **YOU DO NOT NEED TO FINISH A TEXT IN ONE SESSION**

It is totally okay to read only part of a book for your lesson. If needed, you can use just a small section of text to illustrate and practice the strategy.

## 8. **PLAN 3-5 STOPS**

Ideally, you should stop 3-5 times during your read-aloud and model how you used the strategy. Don’t stop too often, or you will stifle the story so much that it is hard to follow. Include interactive elements such as “turn and talk” within this 3-5 stop range.

## 9. **YOU CAN USE THE SAME BOOK FOR MANY LESSONS**

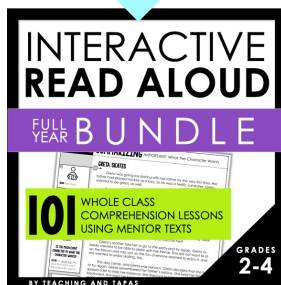
Remember, the purpose of the interactive read-aloud is the lesson, not the story. When you read a familiar story with a new focus, your students may see it with fresh eyes.

# WANT MORE?

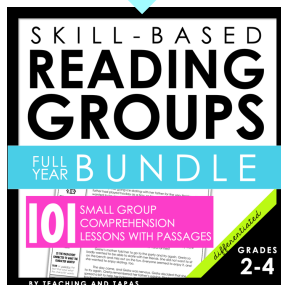
For every reading group lesson, you can get matching whole class lessons, daily practice bell ringers, as well as pre- and post-assessments.

- Differentiated
- Print or digital
- Made by a TEACHER for TEACHERS

## WHOLE CLASS LESSONS



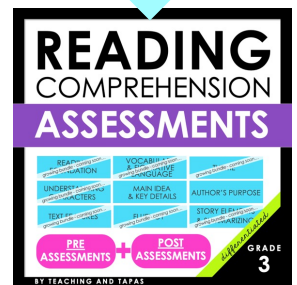
## SMALL GROUP INTERVENTION



## DAILY PRACTICE



## ASSESSMENTS



# QUESTIONS?

teachingandtapas@gmail.com

# THANK YOU

## & HAVE AN AWESOME DAY!



Alyssa Swanson

