



SYRACUSE CITY SCHOOL DISTRICT

Grade 02 Unit 5 READING: Studying Characters Across Series
Special Education and Consultant Teacher Resource Guide

Teaching Points (Lesson Objectives)	Scaffolds and Supports
<p>5.1 Readers describe what they know about a character so far by pausing after reading a chunk of text by asking: "What do you know about a character?" Use evidence from the text.</p>	<p>While the Flow Chart 5 W's and T-chart may be helpful to some students, a character graphic organizer may be more appropriate for students who struggle with this task. The Florida Center for Reading Research – Graphic Organizers</p> <p>Pages 2-7 will be very good for this – these and other pages in this packet will be useful throughout this unit. These can be used in small groups as the group tackles a piece or chunk of text. If students are grouped heterogeneously, one student may be the reader/scribe while the student who struggles will describe the character traits.</p> <p>Scroll to pages 3 & 4 to see organizers for character evidence and character analysis.</p> <p>Character and Story Graphic Organizers (GOs)</p> <p>- A blank character organizer where you could write Look, Feels, Does, Says or Thinks in each of the boxes and students record</p>

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	<p>information in matching box.</p> <p>Young students often confuse their feelings with those of the characters. Encourage students to pay attention to evidence in the story that leads them to identify how the character feels. To help students keep track of the characters in the story, copy illustrations of the characters in the book and place them on the Guided Practice Chart next to the characters' names. Chart no more than 3 key actions/thoughts/feelings from the example chart provided during the Guided Practice. Further scaffold the Independent Practice by providing word choices in a word bank if needed.</p>
<p>5.2 Readers get to know characters by thinking and asking: "What is the character saying or doing? What does this tell me about the character as a person?"</p>	<p>The Comprehension Worksheet attached to the general education document is decent and thorough. A suggestion would be to print it out and cut it into parts. This will allow students to tackle each question as the evidence is presented in the text. Students will still be participating in the Think, Ink, Pair, Share but in a more structured way. General education teachers may choose to also follow this suggestion.</p>

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<p>5.3 Readers make predictions about characters by using evidence from the text and asking: “Based on what I know about the character, what I think will happen next? Why do I think that?”</p>	<p>Predict and Infer Graphic Organizer (GO) This one’s not perfect but it’s not bad.</p> <p>You may also want to use: Prediction worksheet - Cut up this worksheet into separate sentence starters. These can be completed individually, in pairs or small group.</p> <p>Stop and Jot sentence starters</p>
<p>5.4 Readers notice details about how characters look, feel, and act by thinking about:</p> <ul style="list-style-type: none"> • how a character looks • what a character says or thinks • what the character does • how the character feels 	<p>The Florida Center for Reading Research – Graphic Organizers Pages 2-7 (see 5.1 for link)</p>
<p>5.5 Readers use what they know to describe how characters face different challenges in the story by asking: “How do the characters respond to</p>	<p>All about the Character GO</p> <p>Character Analysis Pyramid</p> <p>The Florida Center for Reading Research – Graphic Organizers Page 5 – (see 5.1 for link)</p>

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_____ (major event) in the story?"	<p>Another idea is to create an anchor chart of the problem and have students use sticky notes to document how each character in the story responds to the problem.</p> <p>Or jigsaw: have pairs work together to create a document that tells how one character responds to the major event and have them report out.</p>
5.6 Readers look for similarities in the use of story elements in a series by asking: "What did you learn about the characters, setting, or plot from the words that the author used?"	<p>The document in the general education plan is good: Comparing and Contrasting Stories GO</p> <p>You may want to create it in a larger form. Then, it can be completed collectively by a small group. Conversely, smaller copies could be completed by pairs or triads. Use of this graphic organizer will take a considerable amount of teacher modeling.</p>
5.7 Readers look for how the author teaches his lesson across a series by asking: "What did the character(s) learn about life? What is the author trying to teach me?"	<p>Author's Purpose GO/Worksheet</p> <p>Provide Sentence Starters 2 for those who need that level of support.</p>
5.8 Readers compare how problems are solved across a	<p>Character Analysis GO</p>

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series by mapping out the story elements and looking for patterns.	
5.9 Readers understand that different characters have different points of view by comparing and contrasting the points of view of different characters by asking: "What might happen in the story if we viewed it from – character's point of view?"	<p>Triple Venn Diagram</p> <p>Double Bubble Map</p> <p>Compare and Contrast GO</p> <p>The Florida Center for Reading Research – Graphic Organizers Pages 8-11 – (see 5.1 for link)</p> <p>This would be a group activity where the graphic organizer is recreated on chart paper/poster size and the group works together to describe the differences between the characters, how they handle the problem, etc. Students could work in pairs to put ideas onto sticky notes to add to posters and use highlighting tape/Wikisticks to identify evidence in the text.</p>
5.10 Readers deepen their understanding of the characters by using different tones when speaking for the character.	Partner reading instructional level text with dialogue, echo reading with staff or GE peer, exposure to books on tape/dvd to hear examples of literature being read using different voices.
5.11 Readers understand what it means to compare	The Florida Center for Reading Research – Graphic Organizers Side-by-Side Stories GO page 52 – (see 5.1 for link)

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<p>and contrast books within a series. <u>Here's how</u>: Compare and contrast themes. Ask: "How are _____ the same? How are _____ different?"</p>	<p>Mini Venn diagram/Double Bubble papers (as Ticket Out the Door) where students must describe how two books are the same and different.</p> <p>Poster sized Venn or Double Bubble; students create evidence on sticky notes to place in appropriate places on poster.</p>
<p>5.12 Readers compare and contrast connections between different books in a series. Here's how: Look at different stories to compare similarities and differences. Ask: "How are -- & -- similar? How are -- & -- different?"</p>	<p>The Florida Center for Reading Research - Side-by-Side Stories GO page 53 (compares characters, settings, events, problems, solutions) - (see 5.1 for link)</p> <p>Anchor BME charts for various stories in a series (i.e.: Polk Street Kids, Little Bill, etc) students work in small groups to complete chart then Teacher leads discussions around how the stories are similar and different. Are characters the same? Is the problem the same? How is the problem solved? Who solves the problem? Who helps solve the problem?</p>