# Grade 3 Unit 3 Mini Lesson 1

**Unit of Study:** Character Studies  
**Goal:** Getting to Know a Character as Friend  
**Teaching point:** “Today I want to teach you that when readers begin a new book, they are given some new friends. Readers get to know the characters in the book in much the same ways as they get to know a new friend, taking notice of how the characters talk and act, discovering what they are like.”

"Hoy quiero enseñarles que cuando los lectores comienzan un libro nuevo, se les dan amigos nuevos. Los lectores llegan a conocer a los personajes del libro, de la misma manera en que llegan a conocer a un amigo nuevo, fijándose en cómo hablan y actúan los personajes, descubriendo cómo son."

**Text:** Because of Winn Dixie (Pacing guide can be found on pg. xv-xvi)  
**Standard:** RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events)  
**Page #'s** 4-11  
**Anchor Chart** “Getting to Know a Character” Anchor Chart  
Spanish Anchor Chart Lessons 1-5  
**Additional Resources**  
“Readers Give Themselves a Comprehension Check” Chart from Unit 1  
“Signs to Watch for When Choosing a Book” Chart from Unit 1  
“Readers Understand a Story by...” Bookmark from Unit 1  
“Reading Fast, Strong, and Long” Bookmark from Unit 1
## Grade 3 Unit 3 Mini Lesson 2

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Character Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Getting to Know a Character as Friend</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that once readers have met a new character, they draw on their first observations to come up with an idea about the character. They study the things the character says and does and think, ‘What does this tell me about this character?’”</td>
</tr>
<tr>
<td>Text:</td>
<td><em>Because of Winn Dixie</em></td>
</tr>
</tbody>
</table>
| Standard:          | RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
                     RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events |
| Page #’s           | 12-21                                                  |
| Anchor Chart       | “Getting to Know a Character” Anchor Chart  
                     “Signs to Watch for When Choosing a Book” Chart from Unit 1  
                     Spanish Anchor Chart Lessons 1-5 |
| Additional Resources| Display the last 2 pages of Chapter 3 of *Because of Winn-Dixie* (pp. 24-25)  
                     Character Traits List-Comprehensive  
                     Character Traits List 1-Easier  
                     Character Traits List 2-Harder  
                     Character Traits List 3-Hardest |
# Grade 3 Unit 3 Mini Lesson 3

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
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<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Getting to Know a Character as Friend</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that as you read on in a book and learn more about a character, you’ll start to notice patterns in the things the character does again and again, across the story __ and you can add on to your initial ideas to come up with a big idea, or theory, about the character.”</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>Because of Winn Dixie</td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td>RF.3.4 Read with sufficient accuracy and fluency to support comprehension</td>
</tr>
<tr>
<td></td>
<td>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</td>
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<tr>
<td></td>
<td>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</td>
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<td></td>
<td>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections</td>
</tr>
<tr>
<td><strong>Page #’s</strong></td>
<td>23-33</td>
</tr>
<tr>
<td><strong>Anchor Chart</strong></td>
<td>“Getting to Know a Character” Anchor Chart</td>
</tr>
<tr>
<td></td>
<td>Spanish Anchor Chart Lessons 1-5</td>
</tr>
<tr>
<td><strong>Additional Resources</strong></td>
<td>Narrative Reading Learning Progression Gd. 2-4</td>
</tr>
</tbody>
</table>
Grade 3 Unit 3 Mini Lesson 4

Unit of Study: Character Studies

Goal: Getting to Know a Character as Friend

Teaching point: “Today I want to teach you that a reader’s initial theories about a character are usually the tip of much deeper thinking. Once they form a theory about what kind of person a character is, readers can dig deeper to ask, “Why is the character this way?”

“Hoy quiero enseñarles que las teorías iniciales de un lector acerca de un personaje son por lo general la punta de un pensamiento mucho más profundo. Una vez que ellos se forman una teoría acerca de qué tipo de persona es un personaje, los lectores pueden profundizar más para preguntar: ¿Por qué el personaje es de esta manera?”

Text: Because of Winn Dixie

Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Page #’s 34-42

Anchor Chart
“Getting to Know a Character” Anchor Chart
“Writing Long about a Theory” Chart
Spanish Anchor Chart Lessons 1-5
Grade 3 Unit 3 Mini Lesson 5

Unit of Study: Character Studies

Goal: Getting to Know a Character as Friend

Teaching point: “Today I want to teach you that once readers understand a character in deeper ways__once they have a sense of who the character is, what he tends to do again and again, and what he really wants__readers can use this knowledge to predict.”

"Hoy quiero enseñarles que una vez que los lectores entiendan a un personaje de manera más profunda __ una vez que tienen un sentido de quién es el personaje, lo que tiende a hacer una y otra vez, y lo que realmente quiere __ los lectores pueden utilizar este conocimiento para predecir."

Text: Because of Winn Dixie

Standard:
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events)
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

Page #’s 43-51

Anchor Chart “Getting to Know a Character” Anchor Chart
Spanish Anchor Chart Lessons 1-5

Additional Resources Narrative Reading Learning Progression Gd. 2-4
Grade 3 Unit 3 Mini Lesson 6

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Character Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Getting to Know a Character as Friend</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that readers set clear goals for themselves. One way they do this is by studying their work and asking themselves, ‘How can I develop even stronger ideas about my character? What goals can I set that will help me read even better?’”</td>
</tr>
</tbody>
</table>

“Hoy quiero enseñarles que los lectores establecen metas claras para ellos mismos. Una forma de hacer esto es estudiando su trabajo y preguntándose, ¿Cómo puedo desarrollar ideas aún más fuertes acerca de mi personaje?, ¿Qué metas puedo establecer que me ayuden a leer mejor?”

<table>
<thead>
<tr>
<th>Text:</th>
<th>Students’ character studies books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard:</td>
<td>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</td>
</tr>
<tr>
<td>Page #’s</td>
<td>52-56</td>
</tr>
</tbody>
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<tr>
<th>Additional Resources</th>
<th>Jot Assessment</th>
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<tbody>
<tr>
<td></td>
<td>Post-It Self-Assessment</td>
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<td></td>
<td>Reading Engagement Study Form</td>
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<td></td>
<td>Link to Video showing Book Club Conversation Interpreting a book</td>
</tr>
</tbody>
</table>
# Grade 3 Unit 3 Mini Lesson 7

**Unit of Study:** Character Studies  
**Goal:** Following a Character’s Journey  
**Teaching point:** “Today I want to teach you that the main character in all stories travels along a story mountain. Readers expect that a character will face a problem that gets bigger and bigger, reaches a turning point, and then is resolved.”  

"Hoy quiero enseñarles que el personaje principal en todas las historias viaja a lo largo de una historia estructurada. Los lectores esperan que un personaje se enfrente a un problema que se hace más y más grande, alcance un punto de inflexión, y luego se resuelva."

**Text:** Peter’s Chair  
**Standard:** RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events)  
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections  

**Page #’s** 58-68  
**Anchor Chart** “Getting to Know a Character” Anchor Chart  
**Additional Resources** Character Studies Booklist
# Grade 3 Unit 3 Mini Lesson 8

**Unit of Study:** Character Studies

**Goal:** Following a Character’s Journey

**Teaching point:** “Today I want to teach you that readers expect characters to encounter problems in a story. Readers notice what problems characters face and also how they react to these problems.”

"Hoy quiero enseñarles que los lectores esperan que los personajes encuentren problemas en una historia. Los lectores notan los problemas que enfrentan los personajes y también la forma en que reaccionan a estos problemas."

**Text:** Student club books

**Standard:** RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**Page #’s:** 69-77

**Anchor Charts:** “What should we think about as we create our book club rules...?” Chart  
Spanish Anchor Charts Lessons 8-13
# Grade 3 Unit 3 Mini Lesson 9

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Character Studies</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Following a Character’s Journey</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that readers pay close attention to how the secondary characters in a story help the main character along his or her journey. Readers ask themselves, ‘Why is this guy in the story? How does he support the main character in his journey?’”</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>Because of Winn Dixie</td>
</tr>
</tbody>
</table>
| **Standard:**      | RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text  
**RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events**  
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections  
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters |
| **Page #’s:**      | 78-86 |
| **Anchor Chart:**  | “Following a Character Up and Down the Story Mountain” Anchor Chart  
Spanish Anchor Charts Lessons 8-13 |
| **Additional Resources:** | Example Relationship Timeline from Because of Winn-Dixie |
### Grade 3 Unit 3 Mini Lesson 10

**Unit of Study:** Character Studies  

**Goal:** Following a Character’s Journey  

**Teaching point:** “The questions we’ll be exploring are: Why might authors include illustrations? What do pictures contribute or add to stories?” 

“Las preguntas que vamos a explorar son: ¿Por qué los autores incluyen ilustraciones?, ¿Qué contribuyen o aportan las imágenes a las historias?”  

**Text:**  

- Peter’s Chair  
- Stone Fox  

**Standard:**  

- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events  
- RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language  
- RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)  

**Page #’s** 87-94
Grade 3 Unit 3 Mini Lesson 11

Unit of Study: Character Studies

Goal: Following a Character’s Journey

Teaching point: “Today I want to teach you that as readers near the end of a story, they expect the tension to build to a boiling point. When this happens, they pay attention to how the main character is tested, notice how the character reacts, and think ‘Why might this be important to the character’s journey?’

"Hoy quiero enseñarles que a medida que los lectores se acercan al final de una historia, ellos esperan que la tensión aumente al punto de ebullición. Cuando esto sucede, ellos ponen atención a cómo se prueba el personaje principal, observan cómo reacciona el personaje, y piensan ¿Por qué esto podría ser importante en el camino del personaje?"

Text: Because of Winn Dixie

Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events)
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

Page #’s 95-103

Anchor Chart “Following a Character Up and Down the Story Mountain” Anchor Chart
“Getting to Know a Character” Anchor Chart
“Use the story mountain to guide your reading” Chart
Spanish Anchor Charts Lessons 8-13
# Grade 3 Unit 3 Mini Lesson 12

**Unit of Study:** Character Studies  
**Goal:** Following a Character’s Journey  
**Teaching point:** “Today I want to teach you that as a story comes to a close, the main character resolves his or her biggest problems. Readers notice this and ask, ‘What strength did this character draw on to solve this problem?’ and also ‘How has the character changed?’”  

"Hoy quiero enseñarles que a medida que una historia llega a su fin, el personaje principal resuelve sus problemas más grandes. Los lectores notan esto y preguntan, ‘¿A qué fortaleza recurrió este personaje para resolver este problema?’ y también ‘¿Cómo ha cambiado el personaje?’"

**Text:** Read Ch. 26 of *Because of Winn Dixie* as part of the lesson.  
*The Wizard of Oz*  
**Standard:**  
- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
- RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text  
- **RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events  
- RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

**Page #’s** 104-108  
**Additional Resources**  
Prompts to support thinking about character change  
Spanish Anchor Charts Lessons 8-13
Grade 3 Unit 3 Mini Lesson 13

Unit of Study: Character Studies

Goal: Following a Character’s Journey

Teaching point: “Today I want to teach you that after a character has resolved a problem, readers ask, ‘What does the character know now that he didn’t at the start of the story? What lessons can he teach others about life?’”

"Hoy quiero enseñarles que después de que un personaje ha resuelto un problema, los lectores preguntan, ¿Qué sabe el personaje ahora que no sabía al inicio de la historia?, ¿Qué lecciones puede enseñar a los demás acerca de la vida?"

Text: Because of Winn Dixie
Peter’s Chair

Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters

Page #’s 109-118

Additional Resources Narrative Reading Learning Progression Gd. 2-4
Spanish Anchor Charts Lessons 8-13
## Grade 3 Unit 3 Mini Lesson 14

<table>
<thead>
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<th>Unit of Study:</th>
<th>Character Studies</th>
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</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Following a Character’s Journey</td>
</tr>
<tr>
<td>Teaching point:</td>
<td>“Today I want to teach you that one thing that expert readers do, especially when they get to the end of a book, is to think about how all the parts fit together to make the whole story. Readers notice the choices an author makes and ask, ‘What does this part do?’ And ‘How does it connect to other parts in the story?’ Expert readers are analytic readers.”</td>
</tr>
</tbody>
</table>

“Hoy quiero enseñarles que una cosa que hacen los lectores expertos, especialmente cuando llegan al final de un libro, es pensar en cómo todas las piezas encajan entre sí para hacer toda la historia. Los lectores notan las opciones que hace el autor y preguntan, ‘¿Qué hace esta parte?’ y ‘¿Cómo se conecta a otras partes de la historia?’ Los lectores expertos son lectores analíticos.”

<table>
<thead>
<tr>
<th>Text:</th>
<th>Because of Winn Dixie</th>
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</table>
| Standard:              | RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
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                       | RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language  
                       | RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections  
<pre><code>                   | RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters |
</code></pre>
<p>| Page #'s               | 119-128                                               |
| Anchor Charts          | Story Elements Chart                                   |</p>
<table>
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<tr>
<th>Additional Resources</th>
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<tbody>
<tr>
<td><strong>Prompts to Support Thinking About Author’s Craft Chart</strong></td>
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<tr>
<td><strong>Sorting Activity</strong></td>
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<tr>
<td><strong>Narrative Reading Learning Progression Gd. 2-4</strong></td>
</tr>
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</table>
### Grade 3 Unit 3 Mini Lesson 15

**Unit of Study:** Character Studies

**Goal:** Comparing and Contrasting Characters Across Books

**Teaching point:** "Today I want teach you that when readers read books that ‘go together’ in some way, they can make all sorts of comparisons. One thing readers can compare are the main characters. Readers think, ‘In what ways are these characters similar? Do they say and do similar things? Do they care about the same stuff?’ Readers also ask ‘In what ways are these characters different?’"

"Hoy quiero enseñarles que cuando los lectores leen libros que de alguna manera ‘van de la mano’, ellos pueden hacer todo tipo de comparaciones. Una cosa que los lectores pueden comparar son los personajes principales. Los lectores piensan, ‘¿De qué manera son similares estos personajes?, ¿Dicen y hacen cosas similares?, ¿Se preocupan por las mismas cosas?’ Los lectores también preguntan ‘¿De qué manera son diferentes estos personajes?’"

**Text:** Make Way for Dyamode Daniel

**Standard:**
- RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**Page #’s** 130-138

**Anchor Chart**
- "Getting to Know a Character” Anchor Chart
- “Comparing Characters that ‘Go Together’” Anchor Chart
- Spanish Anchor Charts Lessons 15-18

**Additional Resources**
- “Sentence Frames Tool” Chart- For comparing characters
Grade 3 Unit 3 Mini Lesson 16

Unit of Study: Character Studies

Goal: Comparing and Contrasting Characters Across Books

Teaching point: “Today I want to teach you that once readers know something about what makes two characters tick—about how they act and talk in their individual stories—they can compare how these characters tackle trouble. Specifically, readers can think, ‘How do these two characters react to their problems? Are their similarities? Differences?’

"Hoy quiero enseñarles que una vez que los lectores saben algo acerca de que causa que dos personajes se enojen-- sobre cómo actúan y hablan en sus historias individuales -- ellos pueden comparar cómo estos personajes abordan los problemas. Específicamente, los lectores pueden pensar, ¿Cómo reaccionan a sus problemas estos dos personajes?, ¿Hay similitudes?, ¿Hay diferencias?"

Text: Make Way for Dyamode Daniel
Peter’s Chair

Standard: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

Page #’s 139-147

Anchor Charts “Getting to Know a Character” Anchor Chart
“Comparing Characters that ‘Go Together’” Anchor Chart
Spanish Anchor Charts Lessons 15-18

Additional Resources Methods of Problem Solving Examples
# Grade 3 Unit 3 Mini Lesson 17

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Character Studies</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Comparing and Contrasting Characters Across Books</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that readers can develop debatable ideas about characters across books by exploring a big question with no one right answer. They can use mini-arguments to share their ideas, supporting these with evidence from the text.”</td>
</tr>
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</table>

“Hoy quiero enseñarles que los lectores pueden desarrollar ideas debatibles acerca de los personajes a través de los libros, mediante la exploración de una gran pregunta a la cual no hay una sola respuesta correcta. Ellos pueden usar mini-argumentos para compartir sus ideas, apoyándolos con evidencia del texto.”

| **Text:** | Because of Winn-Dixie  
Make Way for Dyamode Daniel |
| **Standard:** | RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events) |
| **Page #’s** | 148-158 |

**Anchor Chart**  
“Comparing Characters that ‘Go Together’” Anchor Chart  
“Predictable Debate Questions” Chart  
Steps for a Mini-Debate Example Chart  
Steps for Today’s Debate Chart  
Spanish Anchor Charts Lessons 15-18

**Additional Resources**  
Character Trait Evidence Example from Because of Winn-Dixie
# Grade 3 Unit 3 Mini Lesson 18

<table>
<thead>
<tr>
<th><strong>Unit of Study:</strong></th>
<th>Character Studies</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Comparing and Contrasting Characters Across Books</td>
</tr>
<tr>
<td><strong>Teaching point:</strong></td>
<td>“Today I want to teach you that many fiction authors explore similar themes in their books. When readers compare books, they can think about these themes, asking themselves, ‘What big issues were resolved in each story?’ And ‘What big lesson did each character learn?’ Readers can then compare themes and lessons across books.”</td>
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</tbody>
</table>

"Hoy quiero enseñarles que muchos autores de ficción exploran temas similares en sus libros. Cuando los lectores comparan los libros, ellos pueden pensar acerca de estos temas, preguntándose, ‘¿Qué problemas grandes se resolvieron en cada historia?’ y ‘¿Qué gran lección aprendió cada personaje?’ Los lectores pueden comparar los temas y lecciones a través de los libros.”

| **Text:** | Because of Winn-Dixie  
Make Way for Dyamonde Daniel |
| **Standard:** | RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text  
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events |
| **Page #’s** | 159-169 |
| **Additional Resources:** | “Using a Learning Progression to Support Self-Assessment” Video Link  
Narrative Reading Learning Progression Gd. 2-4  
Spanish Anchor Charts Lessons 15-18 |
# Grade 3 Unit 3 Mini Lesson 19

**Unit of Study:** Character Studies  

**Goal:** Comparing and Contrasting Characters Across Books  

**Teaching point:** “Today we will celebrate the teaching and learning that has happened across the unit.”  

"Hoy vamos a celebrar la enseñanza y el aprendizaje que ha pasado a lo largo de la unidad."  

**Text:**  
Because of Winn-Dixie  
Make Way for Dyamode Daniel  
Peter’s Chair  

**Standard:**  
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events  

**Page #’s**  
170-172
District Unit 3 Mini Lesson 7

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Series Book Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal:</td>
<td>Reading second, third and fourth books within a series-revising theories, providing relevant textual evidence, and moving into interpretation</td>
</tr>
<tr>
<td>Teaching point <em>(Kid language!)</em>:</td>
<td>Readers look for patterns across the series by noticing what’s the same and what’s different in multiple books.</td>
</tr>
<tr>
<td></td>
<td>Los lectores buscan patrones entre libros de una serie notando la similitudes y diferencias entre varios libros.</td>
</tr>
<tr>
<td>Catchy Phrase:</td>
<td>Good readers notice patterns across books.</td>
</tr>
<tr>
<td>Text:</td>
<td>Olivia, Olivia the Queen of the Circus, Olivia Forms a Band (series of books that have been previously read aloud to the class)</td>
</tr>
</tbody>
</table>
| Chart(?):     | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  
3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |

**Mini Lesson: (7-10 minutes total)**

**Connection:**
We’ve been learning more about our characters by paying attention to not just the main characters but the other characters as well. Also, by noticing patterns in our characters actions we can tell what kind of characters they are, sometimes though, we revise our ideas depending on how the character may change.

We’ve been reading books by the same author. We’ve been doing this because reading books by the same author gets us to think more deeply about what we read.
Today, we are going to look for patterns across books. As we read about the same characters we can think about how they stay the same or change from one book to another. Or we can pay attention to the patterns in the problems they face. Or even how the setting stays the same or changes. When readers do this it not only helps us understand our books better it also helps us anticipate or predict what might happen next.

Good readers notice patterns across books.

**Teach:**

Watch me as I show you how this works. We’ve been reading *Olivia* books as a class over the last weeks. I’m going to use a couple of her books to help show how I am noticing patterns. While I notice patterns I am going to use sticky notes to track them. Then, I’ll put them in my reading journal.

When I look across these 3 books the first patterns I notice are the setting and characters. All three books start at her house and the characters are her family. Those are patterns I’m going to write on a sticky note.

(Here the teacher can refer to the pages in the books and write this on a sticky note for her reading journal) Those are two patterns right there!

I also notice that she doesn’t like to sleep. At bed time or at nap time. (refer to pages) I’m going to write that on my sticky note. I also notice that she has really BIG ideas like making her own band, and retelling her circus story, being an artist (add to a sticky note). And, generally, she makes a mess, like painting or making pancakes for her brothers. (add sticky note). Another pattern I notice is that she is a problem for her mom. (refer to pages, add sticky note)

All of these patterns help me understand the kind of character Olivia is and helps me predict that in the next story I read about her, I will find some of the same situations, characters, character traits and settings.

Good readers notice patterns across books.

**Active Involvement:**

Now it's your turn to try it. You have had a chance to read a couple of books from the same author in your book clubs. I have you sitting with your book clubs right now. What are the patterns you have noticed? What is the same about the characters? Are there similar problems or situations? Take just a moment to think to yourselves. (give students a few seconds).

Now, turn in to your book clubs. Take turns sharing some of the patterns you are noticing in the books you are reading.

(teacher listens in to conversations and chooses a couple to share) I heard __________ group say __________.

We weren’t able to use our sticky notes right now, but don’t forget to use them as you read to keep track of patterns that you notice.

Good readers notice patterns across books.

**Link:**
Readers today and every day, as you read books in a series watch for patterns, remember this helps you deepen your understanding of characters and anticipate what they will do next, or what might happen in the next book. Good readers notice patterns across books.

Mid-Workshop Teaching Point:
Don’t forget to jot down your patterns on sticky notes and put them in your reading journal.

Share:

District Unit 3 Mini Lesson 8

Unit of Study: Series Book Clubs

Goal: Reading second, third and fourth books within a series-revising theories, providing relevant textual evidence, and moving into interpretation

Teaching point (Kid language!): Readers compare books in a series by comparing and contrasting the situation or how the main character reacts to them.

Los lectores comparan libros en una serie al comparar y contrastar la situación o como los personajes principales reaccionan.

Canny Phrase: Good readers compare and contrast patterns in situations.

Text: Olivia, Olivia the Queen of the Circus, Olivia Forms a Band (series of books that have been previously read aloud to the class)

Chart(?):

Standard:

3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Mini Lesson: (7-10 minutes total)

Connection: Yesterday we looked for patterns across books. We thought about how characters stay the
same or change from one book to another, we thought about the patterns in the problems they face and we thought about how the setting stays the same or changes. We noticed anything that was the same and different in our books. Today, we are going to compare and contrast the situations/problems the main characters continue to find themselves in and how they react to them over time. Good readers compare and contrast patterns in situations.

Teach:
Watch me as I find a pattern in the situations Olivia faces using our Olivia books. Let me think about Olivia in the first book of the series. Olivia does lots of things, but the main situation she finds herself in comes when she decides to paint art all over her room. In Olivia Forms a Band, Olivia really believes there should be a band at the fireworks display. Finally, in Olivia Queen of the Circus, she tells her class all about how she did all the circus acts by herself. In all three books, Olivia decides she can do everything by herself. She perseveres, never letting anything stop her. Her big imagination and creativity makes her life more exciting than it really is! In that way all of her situations are similar. Now I'm going to think about how her situations might contrast.
In Olivia, and Olivia forms a Band, Olivia actually does do everything by herself. For instance, she strapped all kinds of instruments to her body and she got paint and splattered her room with pizzaz! But in Olivia Queen of the Circus, Olivia makes up a fantastic story about how she single handedly ran the circus. Do you see how I was able to think about the situations Olivia has been in to compare AND contrast the situations and her reactions to them?
Good readers compare and contrast patterns in situations.

Active Involvement
Now it's your turn. You have had a chance to read a couple of books from the same author in your book clubs and you had a chance to start talking yesterday about patterns you noticed. I have you sitting with your book clubs right now. What are the similar problems or situations your characters find themselves in? What was different? Was the way they responded in one book similar to the way they responded in another book? Take just a moment to think to yourselves. (give students a few seconds). Now, turn in to your book clubs. Discuss the situations or problems your character has and compare and contrast together. (teacher listens in to conversations and chooses a couple to share) I heard __________ group say __________.
Good readers compare and contrast patterns in situations.

Link:
Every time you read books in series, remember how authors put characters in similar situations and when you compare and contrast between books it helps you become a better reader. Good readers compare and contrast patterns in situations.
**Mid-Workshop Teaching Point:**

**Share:**
## District Unit 3 Mini Lesson 9

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Series Book Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Reading second, third and fourth books within a series-revising theories, providing relevant textual evidence, and moving into interpretation</td>
</tr>
<tr>
<td><strong>Teaching point (Kid language!):</strong></td>
<td>Readers predict how the character will react or solve a problem by noticing patterns across many books. Los lectores predicen cómo va a reaccionar el personaje o resolver un problema al notar patrones entre varios libros.</td>
</tr>
<tr>
<td><strong>Canny Phrase:</strong></td>
<td>What will the character do? (palms up and shrug)</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>Olivia, Olivia the Queen of the Circus, Olivia Forms a Band (series of books that have been previously read aloud to the class) Olivia Helps with Christmas</td>
</tr>
<tr>
<td><strong>Chart(?):</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Standard:**       | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  
  3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). |

**Mini Lesson: (7-10 minutes total)**

**Connection:**

Yesterday we compared and contrasted the situations the characters found themselves in and how they reacted to them.

Today we are going to use those patterns to help us make predictions. Good readers make predictions about what will happen in the books they read. When we notice how the characters react over and over again, or the situations they find themselves in over and over we can predict the kind of situation that may come up next time and perhaps how they will react to it.

What will the character do? (palms up and shrug)
**Teach:**

Yesterday I compared and contrasted the situations Olivia found herself in and how she responded. Today I am going to use what I know about the situations and her reactions to help me predict what might happen to her in this book: *Olivia Helps with Christmas.* (hold up the book and show the cover) I haven’t read this book yet, but I can use the other books in this series to help me make some predictions.

Some things we already know about Olivia are:

- All three books started at her house, with her family.
- she doesn’t like to sleep. At bed time or at nap time.
- she has really BIG ideas
- she makes lots of messes
- she annoys her mother

From this list, and the topic of this book, I can predict that the book will start out at home, she won’t want to go to sleep on Christmas Eve, she might want to decorate the tree in some fantastical sort of way, she’ll probably make a mess with Christmas cookies or ornaments and she will most likely annoy her mother through the whole thing!

Do you see how I was able to make predictions about Olivia in this new book and the situations she would find herself in? I can hardly wait to read it to find out if I am right! What will the character do? (palms up and shrug)

**Active Involvement:**

Now it’s your turn! You are sitting in your book clubs. I have given one member of your team the next book in your series. Take it out now, look at the title, the cover and read the blurb on the back (if you have one) Talk in your book club about the predictions you have about your character based on the patterns you have noticed across your books.

Great conversations everyone! I heard __________ predict_____________. I could totally see that happening with your character!

What will the character do? (palms up and shrug)

**Link:**

Today and every day when you are reading in your books, and you are about to begin a new book in the series, think back to what you know about your characters and the situations they find themselves in, look back at your sticky notes in your reading journals. Use all that you know to make predictions about what might happen.

What will the character do? (palms up and shrug)

**Mid-Workshop Teaching Point:**

**Share:**
## Unit 3 Mini Lesson 10

<table>
<thead>
<tr>
<th>Unit of Study:</th>
<th>Series Book Clubs</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal:</strong></td>
<td>Reading second, third and fourth books within a series-revising theories, providing relevant textual evidence, and moving into interpretation</td>
</tr>
<tr>
<td><strong>Teaching point (Kid language!):</strong></td>
<td>Readers learn the lesson that the author is trying to teach the character and the reader by noticing when a character repeatedly acts in a certain way.</td>
</tr>
<tr>
<td></td>
<td>Los lectores aprenden la lección que el autor esta enseñando al personaje y el lector al notar cuando el personaje repetidamente reacciona en la misma manera.</td>
</tr>
<tr>
<td><strong>Canny Phrase:</strong></td>
<td>I guess I learned my lesson!</td>
</tr>
<tr>
<td><strong>Text:</strong></td>
<td>Froggy or Arthur or Berenstain Bears series or any series where the character learns a lesson – any series the teacher has been using as a read-aloud</td>
</tr>
<tr>
<td><strong>Chart(?)</strong>:</td>
<td>Questions the teacher wants book clubs to focus on – see Active Involvement below</td>
</tr>
<tr>
<td><strong>Standard:</strong></td>
<td>3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
</tr>
<tr>
<td></td>
<td>3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
</tr>
</tbody>
</table>

### Mini Lesson: (7-10 minutes total)

**Connection:** Readers, over the past few days you’ve been learning a lot about how characters in stories change over time. You’ve been paying attention to what they say and do from one book to another. You’ve been making predictions based on what you already know about the
character has already done. It was so exciting to see you work in your book clubs and use evidence from the books to see if your predictions would come true or not!

Today we're going to see if the author of some of our favorite series books has a lesson to teach the character – and us, the readers! – when we notice the character always behaving in a certain way. If we think the author is teaching the character – and us – a lesson, then we say, “I guess I learned my lesson!”

**Teach:** (Teacher holds up Berenstain Bears book The Berenstain Bears Go to the Dentist.) In our read-alouds we've been reading books by Stan and Jan Berenstain about the Berenstain Bears Family. What do we know about Brother, Sister, and even Papa Bear sometimes? Well, we know they never listen to Mama Bear. And we know that they always get into trouble because they never listen to Mama Bear! In this book we heard Mama tell Brother and Sister Bear not to eat so much candy. But we knew that they never listen to her – they would eat lots of candy anyway! And that would be bad news for them when they went to the dentist! At the end of the story Brother and Sister Bear learned a lesson. But that’s a lesson for all of us! We should listen to our parents when they tell us not to do something, like eat too much candy! Brother and Sister Bear keep acting a certain way, and they always get into trouble. If WE keep acting like Brother and Sister and Papa Bear act, then WE might get into trouble, too! The characters in a story learn a lesson, and we, the readers can learn a lesson. When we learn what lesson the author is teaching us, we say, “I guess I learned my lesson!”

**Active Involvement:**
Now it’s your turn to see what lessons the author is teaching the characters in a series of stories, and us the readers.

In our read-aloud time we have read three books in the Froggy Series. On this chart I have guiding questions I want you to talk about with the other members of your book club. Please share with your book club what you know about how Froggy always acts. What does he always do in every single book? After you have talked about that, think about the lesson the author is trying to teach Froggy. Is that a lesson that you as readers could also learn from? What do you think that lesson is?

Once you and your book club have decided on the lesson the author is trying to teach Froggy and teach you as readers, say, “I guess I learned my lesson!” (Teacher gives students time to talk about this and practice.)

I heard so many of you talk about what Froggy keeps doing over and over again. I heard you talk about the lesson the author is trying to teach Froggy. AND I heard so many readers in this room share about how that is a good lesson for them to learn, too!

**Link:**
Readers, from today and every day, when you are reading books in a series that have the same character, like Papa and Brother and Sister Bear, and Froggy, pay attention to the ways the character acts over and over again. Say to yourself, What is the author trying to teach this character? What lesson is the author trying to teach me?

Once you’ve discovered that, then you can say, “I guess I’ve learned my lesson!”
**Mid-Workshop Teaching Point:**

**Share:**