

READING workshop

Detailed lessons with a focus skill, how to prepare, standards, materials, mini lesson, independent reading, and sharing.

How to prepare for the lesson

DAY 1 NONFICTION POINT OF VIEW

MATERIALS	TO PREPARE	FOCUS SKILL
<ul style="list-style-type: none">Ivan, The Remarkable True Story of the Shopping Mall GorillaAnchor chart paper, topper, & markersInteractive read aloud sticky notesStudent reading notebooks & student anchor chartsExit tickets	<ul style="list-style-type: none">Copy sticky notes for your interactive read aloud.Read "Ivan" ahead of time to prepare for the interactive read aloud.Prepare anchor chartCopy student pagesPrepare exit tickets	<p>Nonfiction point of view</p> <p>STANDARDS</p> <ul style="list-style-type: none">RI 3.6, RI 4.6, 5.6RI 3.10, RI 4.10, RI 5.10SL 3.1, SL 4.1, SL 5.1

MINI LESSON

Gather students in your meeting area to share that this week you are going to read a nonfiction text and discuss the point of view of the author. As a quick reminder: when you talk about the point of view in a fiction text, you are determining who is telling the story. With a nonfiction text, the point of view takes on a different meaning.

Let's make an anchor chart to refer back to and to see how the nonfiction point of view is different.

Create an anchor chart
Nonfiction Point of view

The author's point of view is the way that the author feels about a topic or event.

Opinion, Perspective, or Viewpoint

- Is the author's tone about the topic positive or negative?
- Does the author seem to take one side more than the other?
- Does the author use powerful vocabulary that show their feelings?

Read through page 8 in "Ivan" and discuss using the interactive sticky notes.

Discuss how the author's tone and vocabulary in the writing gives us an idea of her point of view.

INDEPENDENT READING

Students can complete the student page referring to "Ivan" because it specifically refers to the author's point of view about the poachers. There is another page to use in small groups or if you would like students to use during independent reading. Many students independent reading books may be fiction, so you can determine if students will reference "Ivan" or their own books.

In your small groups, focus on nonfiction text with each of your groups throughout the week. If students are struggling with the point of view for nonfiction compared to fiction, use different talking points than with fiction text. Do not focus on WHO is telling the story but the perspective they are telling the events or topics from. Point out that there is another side. What if the author was debating this topic, what would they stand for in the debate. Katherine Applegate would be AGAINST poachers taking animals from the wild based on the word "cruel" that she uses in the text.

SHARING

Gather back together to discuss: what does point of view mean when the text is nonfiction? How can you decide the point of view of the author?

Students can turn and talk with a partner or discuss as a whole group.

Students can complete an exit ticket using a sticky note.

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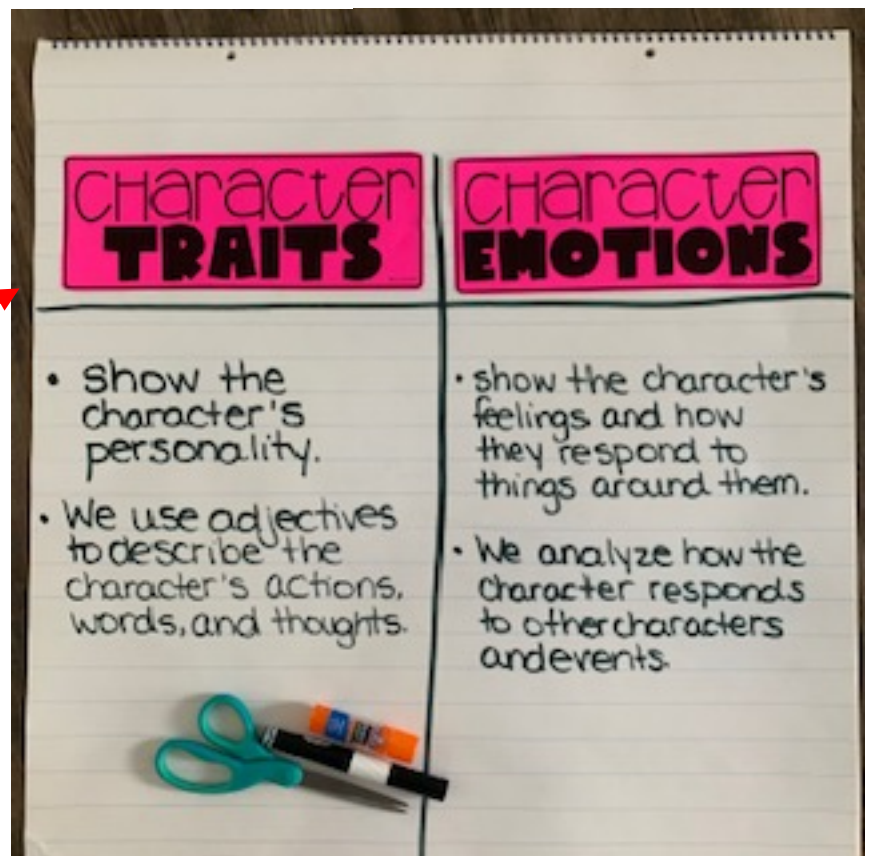
Pieces to create anchor charts plus example pictures.

nonFICTION **POINT OF VIEW**

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Anchor chart
pieces

Anchor chart examples



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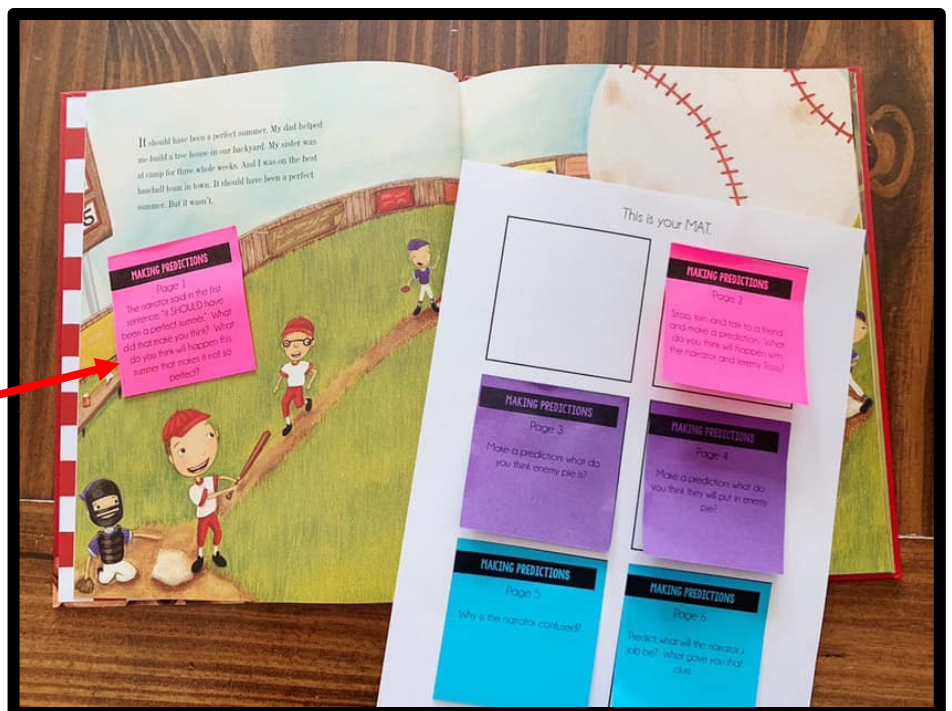
Interactive read aloud sticky notes for mentor text. .

This is your MAT.

READING INTERESTS Page 1-2 Where do you like to read?	READING INTERESTS Page 5-6 What do you think of when you open a new book? Do you think it has a special smell?
READING INTERESTS Page 7-8 What do you do when you find unfamiliar words that pop out?	READING INTERESTS Page 11-12 Do you like to read at night? (Make a connection to your own reading)
READING INTERESTS Page 17-18 How do you feel when you read the last drop of magic and a book is over?	READING INTERESTS Page 21-22 What does the author mean when he says: your eyes need time to taste? What did you think when you heard that?

Print on sticky notes

Place in the book for interactive read aloud.

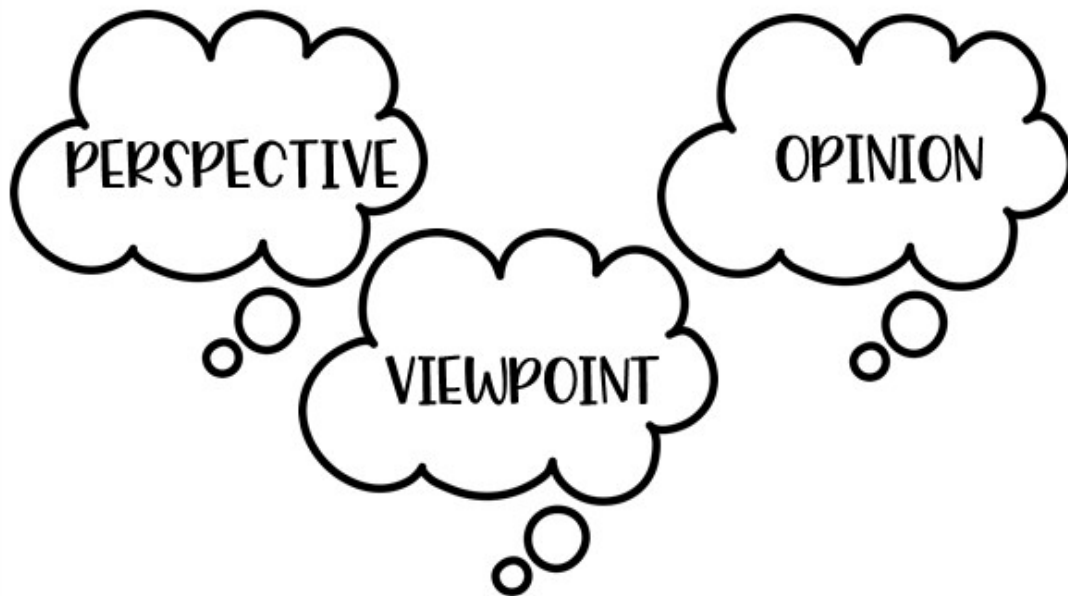


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NONFICTION POINT OF VIEW

THE AUTHOR'S POINT OF VIEW

The way that the author feels about a topic or event.




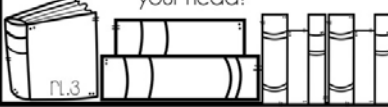
- Is the author's tone about the topic positive or negative?
- Does the author seem to take one side more than the other?
- Does the author use powerful vocabulary that show their feelings?

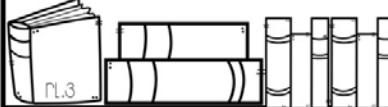
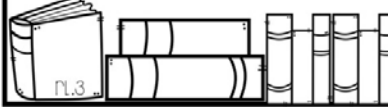
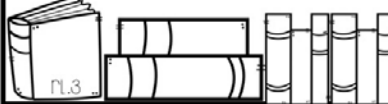
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Mini anchor charts for student reader's notebooks.

READING workshop

Skill based exit tickets to be used at the end of each lesson

EXIT ticket	
What do you pay attention to as you read to help you visualize the story in your head?	
	
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EXIT ticket	
What is sensory language? Why is it important to you, as a reader?	
	
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Laminate and use sticky notes so that you can reuse!

READING workshop

6 different extension activities for each week, to be used with each mentor text.

EXTENSION activities

IVAN THE REMARKABLE TRUE STORY OF THE SHOPPING MALL GORILLA EXTENSION ACTIVITIES

The following pages are activities that can be used during the week.

1. **OPINION WRITING**
Students can write about the week will most.

2. **WRITING ACTIVITIES**
When Ivan moved to the mall.
What were the problems?

3. **CONVERSATION**
Students can write about the week will most.

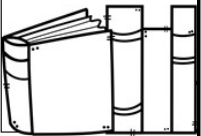
4. **IVAN'S POINT OF VIEW**
Students can write about Ivan's life: being in the forest.

5. **AUTHOR'S PURPOSE**
Students can compare the book.

6. **FINAL THOUGHTS**
Students can express their thoughts about "Gorilla."

7. **FOLDABLE BOOK**
Students can create a book about the story.

- You can visit the zoo.
- Katherine Applegate's "Gorilla" complements the book.



Ivan THE SHOPPING MALL GORILLA

If I could ask Ivan's

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Ivan THE SHOPPING MALL GORILLA

What if the story could be told from Ivan's point of view? Think about Ivan's point of view and write about three major events in his life from his perspective.

WHEN IVAN IS TAKEN FROM THE TROPICAL FOREST IN AFRICA

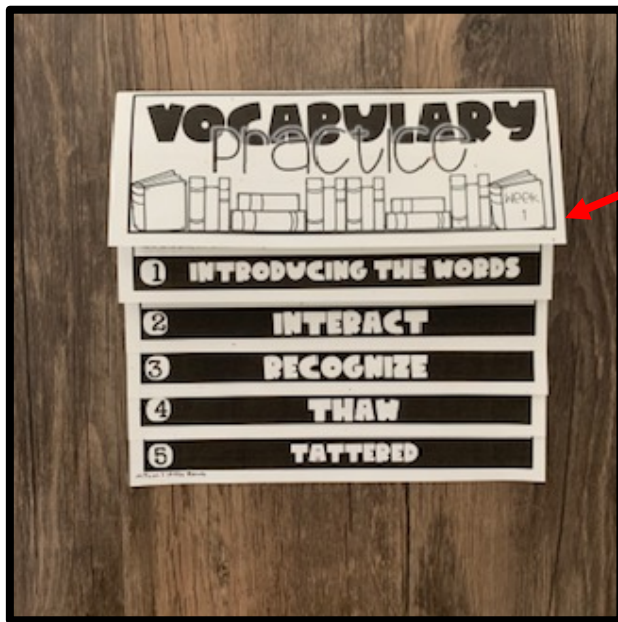
WHEN IVAN IS MOVED INTO CAPTIVITY IN THE MALL

WHEN IVAN MOVES TO THE ATLANTA ZOO

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Each week includes 4 vocabulary words that connect to the mentor text. Vocabulary flipbook, reader's notebook pages, quick check, and rubric are included for each week.

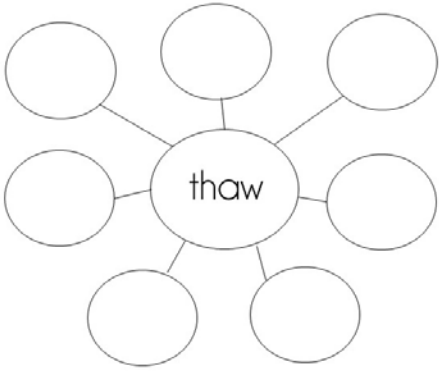


Flipbook

Quick check

VOCABULARY CHECK	
Name: _____ Date: _____	
MATCHING: Draw a line from the word to the sentence that the word belongs in.	
recognize ____	_____ The ice became a puddle as it started to _____ in the warm sun.
interacted ____	_____ The boy could _____ his mom's voice even from far away.
tattered ____	_____ The _____ bear had seen lots of love from Amaya.
thaw ____	_____ I saw the way Juan _____ with the dog, and knew he wanted one of his own.

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VOCABULARY PRACTICE
When you think of the word THAW , what do you think of? Write words in each space below. Write its definition in the box below.
<div style="text-align: center;"></div>
Definition: _____

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Reader's notebook pages

Rubric

VOCABULARY RUBRIC	
Name: _____	Date: _____
A note from the teacher: _____	
<ul style="list-style-type: none">Shows an understanding of the word.Uses the word in the correct way in speaking and writing.Identifies the correct meaning of the word.Vocabulary practice is complete.	4
<ul style="list-style-type: none">Shows partial understanding of the word.Identifies the meaning of the word without a deeper understanding.Vocabulary practice is slightly inaccurate.	3
<ul style="list-style-type: none">Shows a limited understanding of the word.Use of the word is minimal.	2
<ul style="list-style-type: none">Does not show understanding of the word or its meaning.Does not complete vocabulary practice.	1

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