

WHO'S DOING THE WORK?

LESSON
SETS

by Jan Burkins and Kim Yaris



Sampler

Stepping back so readers can move forward.

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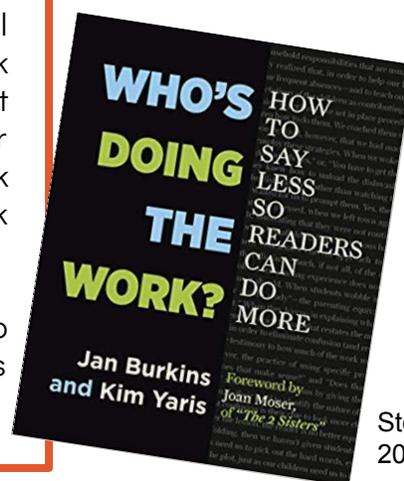
3rd Grade, Lesson Set 1 : Reading is Thinking

Cycle One: Point of View

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The ***Who's Doing the Work? Lesson Set*** feature practical lessons that support teachers as they learn how to ask important questions, use wait time to encourage student response, employ group and partner work to empower communication among peers, use anchor charts to track and reinforce strategies, and inspire students to think strategically when approaching a new text.

As students assume more responsibility for how to question and think about what they know, they amass confidence in their ability to read and interpret text.



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To order or for a quote, email your request to Dr. Jan Burkins at tct.jan@gmail.com.

Introduction to the *Who's Doing the Work? Lesson Sets*

Reading is a path to empowerment. We understand that teaching children to read both literature and informational text is a radical act. It is rooted in the idea that readers can be in charge of their own lives, as well as contribute to the running of a democracy. Reading and writing are “emancipatory acts” (Christensen 2000), when we teach children to read, we give them power. Furthermore, the texts we choose, the language we use in classrooms, and the sense of agency or ownership we support students in developing around their learning are some of the many elements of our intrinsic commitment to critical literacy (Burkins and Croft 2010).

However, in the age of high-stakes testing and high accountability, student readers are accustomed to being helped and prompted to the point where teachers are doing most of the work.

The result is a learned helplessness where students need support to deal with unknown words or comprehension questions. They don't know how to apply strategies. They lack agency in their reading routine. They are not prepared to transfer learning from one situation to another.

In next generation reading instruction, we carefully decide how and when to scaffold students' learning so that the children begin to recognize and develop their power as readers. When difficulty is reframed as opportunity, they begin to see the connection between their effort and their success. We call this *productive effort*--that is, hard work that results in success rather than frustration.

Next generation reading instruction is responsive. Instructional decisions are made based on carefully observing how students identify and manage the challenges they encounter in a text.

Believing that optimal student learning is rooted in providing students the instruction that they need most, we are devoted to careful listening and observing. Getting quiet enough to listen and observe allows us to understand which aspects of our teaching are--and which are not--transferring to independence and proficiency. This information guides our instructional planning and helps us to know what to teach and when to teach it, and it cannot be replaced by online assessments or standardized tests.

We want to nurture readers who are independent and proficient, who read for their own purposes, who integrate a host of reading strategies automatically, who work to solve problems as they arise, who pursue their interests through books of all genres, and who enjoy reading.

Here are a few questions that can guide us as we move toward next generation reading instruction:



- Can students identify where to direct their attention?
For example: Rather than pre-teach vocabulary words and point out parts that might be hard in a text, have students work in pairs to skim the text and discuss how they will manage what they anticipate will be difficult for them.
- Can students decide the type of strategy or work they need to do to understand a text?
For example: Rather than tell students to work only on inferring with a particular text, tell students to read a text and then describe their thinking. Let them suggest strategies to use and talk about how they did--or didn't--help them understand the text.
- Can students self-monitor their understanding and identify the areas of the text that they do not understand?
For example: Rather than introduce a text by giving students a summary or telling students ahead of time which parts of the text are "tricky," thus preempting that challenge, have students identify the parts of the text where they require clarification.
- Can students share their thinking about the strategies that work for them?
For example: Rather than tell students what to do first, second, and third to understand a text, let students work to see what they can figure out and to create anchor charts that list their processes.



The Purpose of the Lesson Sets

We wrote these lessons for you, in response to the many teachers who asked for more support in translating *Who's Doing the Work?*'s next generation instruction into classroom practice. We hope these lessons will help you in at least three ways:

1. By providing sound lessons that teach standards in engaging ways while communicating the intrinsic joy of interacting with great texts
2. By further broadening your theoretical and practical understandings of how to teach responsively across the gradual release of responsibility (Pearson and Gallagher 1983)
3. By providing a scaffold for how to plan and facilitate instruction that is aligned across the instructional contexts: Reading Art, Next Generation Read Aloud, Next Generation Shared Reading, Next Generation Guided Reading, and Next Generation Independent Reading

We have carefully crafted and designed these lessons to address all three of these goals. More specifically, our intention is that, after you have taught the ten lessons in a lesson set, you will have a better sense of how to:

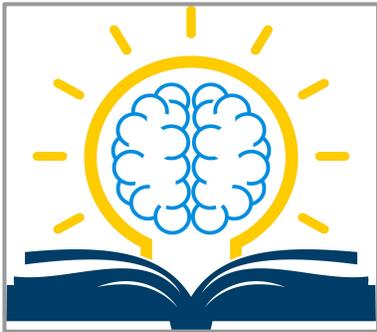
- thread a lesson objective throughout Reading Art, Next Generation Read Aloud, Next Generation Shared Reading, Next Generation Guided Reading, and Next Generation Independent Reading,
- select exceptional texts in ways that are connected and best match the instructional context,
- plan detailed lessons that invite students' active participation,
- support students in ways that allow them to do the work (Burkins and Yaris 2014).

As we wrote these Lesson Sets, we worked hard to show students their power as learners; reflect grade-level instructional standards; make future work easier, better, and deeper; and engage students in ways that make them forget they are working (Burkins and Yaris 2014). Ultimately, our work in developing these lessons began and ended with our vision for joyful, independent, and proficient readers. We hope that these lessons support you on your path to empowering students!



How a Lesson Set is Structured

We designed these *Lesson Sets* to guide teachers interested in helping students transfer newly learned skills and strategies to their independent reading experiences. Committed to the idea that children thrive when responsibility for new learning is gradually released to them, we crafted these *Lesson Sets* so that students have multiple opportunities to practice and apply new learning. There are three instructional themes across the grade levels of the *Who's Doing the Work? Lesson Sets*:



Reading is Thinking (Fiction)

Teaches students how to think deeply about beautiful and profound narratives or poetry.



Reading to Connect (Narrative Nonfiction)

Teaches students how to learn from narrative nonfiction and apply these insights to their own lives.



Reading to Learn (Nonfiction Expository)

Builds knowledge across the disciplines and teaches students how to learn information from texts.

Each new concept is introduced with modeling, thinking aloud, and supported practice in the Reading Art and Next Generation Read Aloud lessons. The new concept is practiced and applied to text with some teacher support in Next Generation Shared Reading. In Next Generation Guided Reading, students continue to practice applying the new learning with even less teacher support. Finally, by the time students read independently, teachers provide little to no support and confer with students to see how well they are transferring what they have learned.

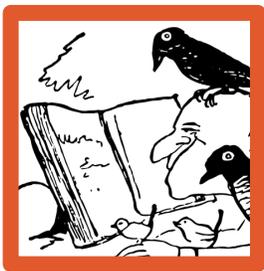
Once students have participated in Cycle One, which consists of five lessons, the concept is taken deeper in Cycle Two, or a related concept is introduced in Cycle Two. Through repeated and connected practice with multiple texts of varying difficulty, students internalize new learning in ways that help them to access it when they need it in independent reading experiences.

We have assigned each instructional context a color and an icon, so that it is visually apparent which lesson you are teaching. These colors and icons are presented on the following page, along with a short description of each of the instructional contexts.



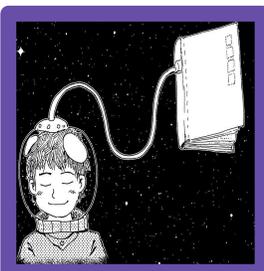
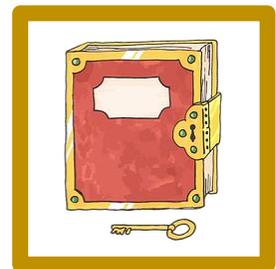
In the **Reading Art** lessons, we use visual art to introduce a concept to students. The Reading Art lessons help make new learning accessible to all children, regardless of reading level. In this instructional context, new skills and strategies are introduced and practiced using fine art, illustrations, and photography. Using a piece of art to introduce a concept eliminates the demands of figuring out the print, which lightens the cognitive load and allows all students to participate in learning the new strategy.

In the **Next Generation Reading Aloud** lessons, the teacher reads a text aloud to students making sure they can see the pictures clearly. During the lesson, teachers will support students in applying to text the strategy they learned in Reading Art. Through discussion of carefully selected, high-quality children’s literature, teachers show students how the new skills and strategies can be applied to the books they enjoy when they read independently.



In the **Next Generation Shared Reading** lessons, teachers continue to do most of the reading of the words, while students follow along and join in to help problem solve. The Next Generation Shared Reading lessons give students the opportunity to practice applying the new skills and/or strategies they have learned during Reading Art and Next Generation Read Aloud. Together with the teacher, students work to integrate print and meaning, figure out tricky spots, and enjoy reading stories and fascinating information.

In the **Next Generation Guided Reading** lessons, students work mostly on their own in small groups of students with similar reading processes or reading needs. In these lessons, students do the heavy lifting of negotiating the print and meaning. Students work to figure out tricky spots in the text. Teachers support by listening and observing as students read and discuss the text. These lessons can be easily adapted for three other small group reading instructional models: Small Group Shared Reading, Literature Circles, and Strategy Groups. For more directions on these modifications, see Appendix B



In the **Next Generation Independent Reading** lessons, students have time to engage with books of their own choosing, as the teacher occasionally confers with them. The Next Generation Independent Reading lessons reinforce the concepts taught throughout previous lessons along the gradual release. This “lesson” portion of independent reading is always very brief (mini-lesson), so that children have ample time to read and teachers have enough time to talk with students about their reading. Next Generation Independent Reading focuses on reading’s “end game,” which is joyful, meaningful, and strategic reading.

How a Lesson is Structured

We designed the lesson layout for the *Who’s Doing the Work?* Lessons based on more than fifty years of combined experience teaching from educational resources. We really wanted the materials to be clear, easy to follow, and visually appealing. Each lesson is presented in a four-page format.

Overview (first page)

The Overview page is designed to give you an at-a-glance summary of the lesson, with just enough information to know what teachers and students will be doing during the lesson. This section provides a general overview of what is being taught (“Lesson Summary”), a description of what students are responsible for doing during the lesson (“The Students’ Work”), and a summary of the learning standards addressed in the lesson (What Students Will Learn”).

This first page of each lesson tells you everything you need to have in order to teach. The section provides answers to important questions, such as “What do I need to do to get ready for this lesson?”; “What anchor charts do I need to prepare?”; and “Why is this text a good choice for this lesson?”

Overview Page

Next Generation
READ ALOUD
Reading is Thinking: Figurative Language

Lesson
1-7
Cycle Two



Lesson Summary
In this Next Generation Read Aloud lesson using *A Child of Books* by Oliver Jeffers, the teacher will model how to identify and interpret figurative language and support children as they work to do the same.

The Students' Work
Students will listen as the teacher reads aloud the text. They will work to identify the figurative language in the text and discuss the author's intent behind these word choices.

What Students Will Learn
Students will learn to distinguish literal from nonliteral meaning and work to interpret nonliteral meanings. (RI.3.4, RI.3.10)





A Child of Books
By Oliver Jeffers
Illustrated by E.B. Lewis

We chose this book because we think it is beautiful and elegant. At first glance, it may seem too short or too easy. However, this text is rich with figurative language and the images work much the same way as the Reading Art illustration—they are figurative as well, making this just the right length and complexity. This book warrants slow and careful reading and rereading and when we've used it, students were clamoring to get a closer look!

Materials

- Markers
- Sticky Notes
- "What Does This Mean?" Chart



Preparation
You may want to prepare the headings of the "What Does This Mean?" Chart in advance of the lesson. While you could add onto the chart that you made in the Reading Art lesson, we prefer to start a new chart for each text that we use to teach this lesson.

Lesson 1-7 Next Generation Read Aloud 39

Teaching the Lesson (Page 1)

Lesson
1-7
Cycle Two

Next Generation
READ ALOUD
Reading is Thinking: Figurative Language



Teaching the Lessons

1. Begin the lesson by referring students to the "What Does That Mean?" Chart from lesson 6. Ask them to talk with a partner about what they learned during this lesson. Come back together as a whole group and ask students to share what they discussed with their partners.
2. Show students the front cover of *A Child of Books* by Oliver Jeffers. Read aloud the title and allow them time to study the front cover and talk with a partner about what they notice and are thinking about. Come back together as a group and allow a few students to share their thoughts.
3. Begin reading aloud. Stop on the page that says "... I float." Ask students if the girl is literally floating on her imagination. On the "What Does That Mean?" Chart, jot down this figure of speech in the "Figurative Language" column of the chart and talk out loud about what you think it means.
4. Read aloud the next page and ask students to identify the figurative language. Write it in the figurative language column of the "What Does That Mean?" Chart. Give students a moment to talk with a partner about why they think the author has chosen to use this figurative language and discuss what they think it means. Come back together as a whole group to share and add students' ideas to the chart.

Beginning the read aloud lesson with a review of the content from the initial step in the gradual release (Reading Art) serves as a formative assessment. As students talk with one another, listen in to whether students' recollections reflect an understanding of the difference between literal and figurative language.

Asking whether the girl is literally—or really—floating models for students how to identify figurative language in a text, which is a critical step in learning how to understand figurative language.

What Does That Mean?	
Figurative Language Which part is not literal (read)?	Meaning What is the author trying to tell me?
"...upon my imagination I float."	Reading opens up this girl's imagination and because she reads, she has new ideas.

40 Grade 3 • Lesson 7 Reading is Thinking: Figurative Language

How a Lesson Set is Structured

Teaching the Lesson Pages (second and third pages)

This section gives you an easy-to-follow, step-by-step guide for facilitating the lesson. Our goal was to offer you enough guidance to implement the lesson, but enough latitude for you to be responsive to your students. In addition, the running commentary along the right-hand column serves as a professional learning “think-aloud” where we offer additional perspectives and insights to help you better understand the *why* and the *how* of the lesson. Our hope is that this window into our thinking will help you design similar Lesson Sets on your own.

Formative Assessment and Responsive Teaching Page (fourth page)

This page helps teachers anticipate some of the variables that may influence the facilitation of the lesson with your group of students. We understand that (1) every group of students is different and that (2) you know what your students need. We expect you to adapt these lessons in response to what you know and observe about your students. This “If/Then” grid offers you a starting point for some adaptations to the lessons.

Teaching the Lesson (Page 2)

**Lesson
2 - 2
Cycle One**

**Next Generation
READ ALOUD**
Reading to Connect: Discovering Theme



5. Continue reading aloud, stopping at the following points to give students an opportunity to talk about what the book is making them think about and what the character is thinking about:

- ...She didn't look up once. Just jumped, jumped, jumped.
- But I couldn't think of anything and passed the stone on.
- Last page of text

As students share, repeat the process introduced in step four, allowing students to talk with a partner; come back together as a class to share, jot down their ideas in the reader column of the chart, and asking students to think about the character's point of view.

6. Ask students to think about why Oliver Jeffers used figurative language in this book. Give students time to think about and share their ideas. Reinforce that figurative language gives readers something to think about and helps them better understand the message or idea the author or artist is trying to communicate. Tell students that you can't wait to share the book you've chosen for Shared Reading because it, too, has some very beautiful figurative language.

Commentary from Jan and Kim

Notice that in this step, we begin to release the responsibility of identifying the figurative language to the students. This might be premature for some groups of students. Be sure to monitor students' responses. Check the responsive teaching section for ideas on how to handle this situation if it arises.

It is unlikely that you will need to stop and let your students discuss in all of these places in the text; it is, however, possible. The number of times you stop depends on how well students are understanding the text.

Be mindful of how much time you spend writing on the chart. If writing feels like it is bogging down the lesson, don't feel obligated to record every example of figurative language! Engagement is key to teaching that transfers!

This step is included because we want students to understand that reading isn't just about saying words but rather, it is about understanding the messages and ideas that authors weave into text for us to think about.

**"Children are apt to live up to what you believe of them."
--Lady Bird Johnson**

Lesson 1-7 Next Generation Read Aloud 41

Formative Assessment and Responsive Teaching

**Lesson
1 - 7
Cycle Two**

**Next Generation
READ ALOUD**
Reading is Thinking: Figurative Language



	Formative Assessment	If...	Then...
Responsive Teaching	When asked to identify the figurative language in the text, how do students respond?	Students do not seem to understand what you are asking them to do.	They may not understand the term "figurative language." If you suspect this to be the case, rephrase the question by asking them what part of the words on the page are not literal—or real.
	What do students understand about the purpose of figurative language?	Students seem to have a firm grasp on its purpose.	Celebrate their accomplishment and adjust your pacing accordingly in the Shared Reading lesson.
	Do students seem to understand the text?	Students are having difficulty articulating the purpose.	Help them to clarify its purpose and consider writing it on a chart to hang in an accessible spot in the classroom to help remind students during future lessons.
		Students seem unable to identify the figurative language in the text.	They may need additional models for how to identify figurative language. Repeat the process of thinking aloud about how to identify the figure of speech. There will be lots of other opportunities in this book and in future lessons for students to identify figurative language being used in a text.
		Students have trouble understanding the abstraction in the text.	Because so much of the text is figurative, the abstract thinking required to understand the text may be challenging for students. Ask questions from the top of prompting funnel, such as, "What can you figure out?" or "What do you know?" If students continue to have difficulty, give them some information explicitly and let them turn and talk to process what you have said.

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This sample Table of Contents is from the third-grade Lesson Sets. The page numbers do not correspond with the page numbers in this sample. All 3-5 Lesson Sets follow this format and have 30 lessons.

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Cycle One: Point of View

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Cycle Two: Figurative Language

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Cycle One: Discovering Theme

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Cycle Two: Discovering Theme

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This sample Table of Contents is from the third-grade Lesson Sets. The page numbers do not correspond with the page numbers in this sample.

Lesson Set 3: Reading to Learn

Cycle One: Point of View

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Cycle Two: Figurative Language

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Appendix A: Reading Art Images

Appendix B: Small-group Reading Instruction Models and Adaptations

Frequently Asked Questions

Professional References

Credits

Grade 3

Lesson Set 1, Cycle 1

Reading is Thinking: Point of View

In the Grade 3, Cycle 1 Lesson Set, readers will learn how to distinguish their point of view, as the reader, from the point of view of a character. They will also learn how to interpret figurative language. Both of these tools are used to deeply understand text.

Every Grade has 3 Lesson Sets.

Each Lesson Set has 10 lessons, consisting of two full cycles.

Each Cycle has 5 lessons:

1. Reading Art
2. Next Generation Read Aloud
3. Next Generation Shared Reading
4. Next Generation Guided Reading (Also adaptable for small group shared reading, literature circles, and strategy groups.)
5. Independent Reading (Mini-lesson, Conferring, Sharing)

The **first cycle** of this Lesson Set (Lessons 1-1 through 1-5) is about point of view.

The **second cycle** of this Lesson Set (Lessons 1-6 through 1-10) is about figurative language.



This sample series of lessons is from the first cycle of the third-grade, Reading is Thinking Lesson Set.

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Reading is Thinking: Point of View

READING ART

Reading is Thinking: Point of View

Lesson
1 - 1
Cycle One



Lesson Summary

In this Reading Art lesson, using *Cat's Self-Portrait* by Iryna Kuznetsova, the teacher will lead students in a discussion about the image and help them to understand the difference between a character's point of view and their own point of view.

The Students' Work

Students will view an image and discuss what they notice about it. They will analyze a thought offered by the teacher and determine who is thinking that thought. They will consider and contribute additional thoughts that the character may be thinking. They will synthesize information gathered in the lesson to define point of view.



What Students Will Learn

Students will learn what a point of view is and how to read a text and distinguish their own point of view from that of a character's. (RL 3.3, RL 3.6, RL 3.10)



Cat's Self-Portrait

by Iryna Kuznetsova

Materials

- Large sticky notes
- Markers
- Chart paper
- Means of projecting digital version of *Cat's Self-Portrait* by Iryna Kuznetsova from page 148.
- "Who's Thinking This?" Chart

We love this image because it works as a metaphoric representation of point of view, which makes it a nice complement to the objective of the lesson.

Preparation

Before beginning the lesson, draw a T-chart on a piece of chart paper. Write the title "Who's thinking this?" at the top and label the left column "The Character" and the right column "The Reader." Also, draw thought bubbles on sticky notes or make photocopies of an empty thought bubble. On one, write, "I am fierce!"



Lesson
1 - 1
Cycle One

READING ART
Reading is Thinking: Point of View



Teaching the Lessons

1. Display the image so that the students can see it. Give students a minute or so to “read” the picture and, as they look at it, ask, “What does this picture make you think about?” Give students time to talk with a partner about their thoughts.

Listen in as students talk with partners about what they notice. This gives you a window into what they understand and will help you make on the fly decisions about how to pace the lesson.

2. Hand each student a piece of paper or sticky note with a thought bubble drawn on it. Ask students to write what they were thinking in the bubble. Collect the thought bubbles and read them aloud to the class. As you do, place their thoughts in the appropriate column of the “Who’s Thinking This?” Chart.

Some students may not know what to write. The intent of this step is to organically introduce students to how to make the distinction between the character and reader’s point of view. You only need a few examples to achieve this objective. It is also likely that there will be few to no examples that go in the “The Character” column. Don’t fret! We expect this and accommodate for it in upcoming steps.

We teach students that we “read” art in much the same way we “read” text. If the term “reader” causes students confusion, clarify by telling them that the reader column is meant to capture the thinking of the person looking at the art.

Who’s Thinking This?	
The Character	The Reader
	<ul style="list-style-type: none"> • The cat thinks it’s a tiger! • Why is the cat in the picture dressed like a king? • The cat is drawing a picture of itself. • That’s one confident cat!

3. Present students with a thought bubble of your own with the following text written on it: I am fierce!

Draw students’ attention to the “Who’s Thinking This?” Chart. Hold up the thought bubble and ask students if they can figure out who would be thinking “I am fierce”-- the character in the image or them, the “reader” of the image. Give students time to talk with a partner about which column the thought bubble should go in and how they know. Come back together as a whole group to discuss.

You will notice that we haven’t yet explicitly taught the concept “point of view.” We are relying on the image and lesson to do some of the instructional work for us and will circle back around to an explicit explanation of the concept at the end of the lesson.

Lesson
1 - 1
Cycle One

READING ART
Reading is Thinking: Point of View



4. Ask students to imagine other things the character may be thinking. Allow them time to discuss their thoughts with a partner and then come back together as a group to share. As students share, write their ideas in thought bubbles drawn on sticky notes or pieces of paper and hand them to the students to place in the appropriate column on the “Who’s Thinking This?” Chart.

Who’s Thinking This	
The Character	The Reader
<ul style="list-style-type: none"> • I am fierce! • I am noble! • I am beautiful! • I am strong! 	<ul style="list-style-type: none"> • The cat thinks it’s a tiger! • Why is the cat in the picture dressed like a king? • The cat is drawing a picture of itself. • That’s one confident cat!

Whenever we can, we aim to involve students in their learning. Turning and talking to a partner to share ideas and coming up to place a sticky note on the chart makes the lesson more interactive and thus, more engaging.

5. Point to the “The Character” column on the “Who’s thinking this?” Chart and tell students that the thoughts they’ve collected on the sticky notes in that column reflect the cat’s point of view. Point to the “The Reader” column and tell students that the sticky notes in that column reflect their point of view about the image.
6. Ask students to turn and talk with a partner about how to define point of view. Come back together as a whole group and discuss their ideas. As students share, use their contributions to craft a definition of point of view on a piece of chart paper.

<p>Point of View What somebody sees when they look at something</p>
--

7. Conclude the lesson by clarifying that point of view is the way someone sees something and that depending on who’s looking, it’s possible to see things differently. Tell students that noticing how their point of view is different from the character’s point of view can help them to really think about and understand what’s happening in a story which makes reading more interesting and fun! Share your excitement about their thinking work. Show students the cover of *Each Kindness* by Jacqueline Woodson and tell them that you can’t wait to hear the thinking they do when you share it with them in Read Aloud.

Depending on the discussion that students have in step five, it may not be necessary to offer a lot of clarification about point of view.

This is higher-order thinking. We are asking students to infer the meaning of point of view based on their discussions of the art and the chart.

Notice that we suggest using the word “thinking” as you talk to students about the rationale for the work they are doing. One of the main objectives of the Reading is Thinking Lesson Set is to help students understand that reading is an active process. Whenever the opportunity presents itself, we try to make that point!

Commentary from Jan and Kim

Lesson
1 - 1
Cycle One

READING ART
Reading is Thinking: Point of View



Responsive Teaching	Formative Assessment	If ...	Then ..
	<p>What is the quality of students' conversations when you show students the image at the beginning of the lesson and ask them to talk about what they are thinking when they look at it?</p>	<p>Students dig right in and have engaged, rich conversations about the image.</p> <p>Students are summarizing the picture (e.g. A cat is looking in the mirror and drawing a picture.)</p> <p>Students seem quiet and uncertain about what to say.</p>	<p>Listen carefully to students' conversations. What you learn can help you make important on the fly decisions about how to pace the lesson and how to support students.</p> <p>Model how to move beyond summary by saying something like "that is making me think that this picture is trying to tell me something. Cats don't usually look in mirrors and draw pictures!"</p> <p>They may need instruction about how to have a turn and talk conversation. Make note of this and plan to address it in an upcoming mini-lesson.</p> <p>Think aloud about the image to provide students a model for how they might think about a piece of art.</p>
<p>What do students' conversations about point of view in step 6 reveal about their understanding of this concept?</p>	<p>Students' definitions of point of view don't quite capture the essence of it.</p>	<p>Don't worry. The clarification offered in step 7 and instruction in future lessons will contribute to furthering their understanding of this concept. Take note, however, if students are really confused, you may need to adjust the pace of the Read Aloud lesson.</p>	

“Education is the most powerful weapon you can use to change the world.”
--Nelson Mandela

READ ALOUD

Reading is Thinking: Point of View

Lesson
1 - 2
Cycle One



Lesson Summary

In this Next Generation Read Aloud lesson using *Each Kindness* by Jacqueline Woodson, the teacher will read aloud the text, stopping periodically to give students time to think about and discuss the events of the story, including the character's point of view.

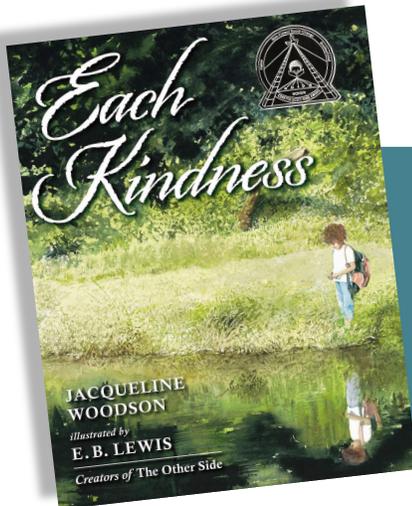
The Students' Work

Students will discuss with a partner their thoughts about why point of view matters. They will look carefully at the cover and title page of the text, generate thoughts about the text, and write them in thought bubbles. Students will listen as the teacher reads the story aloud and they will talk--with partners and the whole class--about their thinking at different points in the story. They will discuss their ideas about the text as a whole.



What Students Will Learn

Students will learn what a point of view is and how to read a text and distinguish their own point of view from that of a character's. (RL 3.3, RL 3.6, RL 3.10)



Each Kindness

By Jacqueline Woodson
Illustrated by E.B. Lewis

We love this book because it is a powerful story with gorgeous illustrations. We think this book is especially good for this lesson because it lends itself to rereading, thus offering students rich opportunities to both think deeply and explore point of view.

Materials

- Markers
- Sticky Notes
- "Who's Thinking This?" Chart



Preparation

Because the "Who's Thinking This?" Chart is created in Lesson 1 using sticky notes, you can remove the sticky notes from the t-chart to reuse it for this lesson, or you can make a new t-chart for this lesson. You will notice in this lesson, after step 2, we shift from writing on sticky note thought bubbles to writing directly on the chart.

Be sure to place sticky notes at the recommended stopping places throughout the book prior to reading it aloud. Also note that on step 3, you should write down what you are thinking at this point in the book to facilitate the fluid pacing of the lesson.

**Lesson
1 - 2
Cycle One**

READ ALOUD

Reading is Thinking: Point of View



Teaching the Lessons

1. Ask students to talk with a partner about the following question: Why does point of view matter? Listen in as students talk to each other. Pull the group back together and let some students share their ideas with the whole group. Remind students that thinking about and understanding point of view helps them to deeply understand what they read, which helps to make reading more fun and interesting.

This guiding question is the thread that ties each of the lessons in a cycle together. We want students to think about the “why” behind their work as much as possible.

2. Show students the the front cover of *Each Kindness* and then turn to the title page of the book. Ask them to turn and talk with a partner about what they, the “readers” are thinking. Have them write a thought in a thought bubble. Allow students to come up and place their thought in the reader column of the “Who’s Thinking This?” Chart. Give students a few moments to look at the chart and consider what their classmates are thinking.
3. Begin reading the story. Read until the end of the page that says, “A strap on one of them had broken.” Tell students that you did some thinking on this page about what Maya, the character in the story, might be thinking. Hold up a sticky note you’ve prewritten that says, “I’m so nervous,” and place it in the column labeled “The Character.” Tell students that you were also thinking about your own thoughts at this point in the story. Show them the sticky note where you jotted something like, “It must be so hard to change to a new school in the middle of the school year after everybody knows each other.”

After students have had a couple of moments to look at the sticky notes they placed on the chart, you may want to begin to talk aloud about your observations, commenting on whether anybody contributed a thought about the character’s point of view.

Thinking aloud and modeling are key ingredients in the gradual release of responsibility. Because this is the beginning of the lesson, we want to provide them an example of what we will expect them to do more and more as the lesson progresses.

4. Continue reading aloud, stopping when you get to the end of the page that says, “So Maya played a game against herself.” Tell students that you were thinking about Maya’s point of view and that you imagine that she might be thinking something like, “Why are they being so mean to me?” Point to the column labeled “The Reader” and tell students what you’re thinking. You might say something like, “I feel so bad for Maya.” Point to each column of the “Who’s Thinking This?” Chart and ask students to discuss additional thoughts with their partners.



Lesson
1 - 2
Cycle One

READ ALOUD

Reading is Thinking: Point of View



5. Continue reading aloud, stopping at the following points to give students an opportunity to talk about what the book is making them think about and what the character is thinking about:

- ...She didn't look up once. Just jumped, jumped, jumped.
- But I couldn't think of anything and passed the stone on.
- Last page of text

As students share, repeat the process introduced in step four, allowing students to talk with a partner, come back together as a class to share, jot down their ideas in the reader column of the chart, and asking students to think about the character's point of view.

6. After you have finished reading the book and discussing point of view, ask students to share their thoughts about the book as a whole. Ask, "Now that we have finished this book, what are you thinking about this story?" Engage students in an organic conversation about the text.

7. Conclude the lesson by marveling at the great thinking the students did during today's Read Aloud. Remind them that noticing how their point of view is different from the character's point of view can help them to really think about and understand what's happening in a story, which makes reading more interesting and fun! Tell them that they will get to practice doing more of this fun thinking as they continue to read new texts in Shared and Guided Reading.

Point of View
What somebody sees when they look at something



You may or may not feel you need to stop and let your students discuss in all of these places in the text; it is, however, possible. The number of times you stop depends on how well students are understanding the text, how involved in the discussion they become, and the amount of time you have to teach the lesson.

Towards the end of the book, Maya is no longer a character in the story, and the spotlight shifts to Chloe, the narrator of the story. You may need to have a brief conversation with students about this shift.

The intent behind a Reading is Thinking lesson set is to help teach children to deeply think about text and learn ways to articulate substantive thoughts. This step is important because it shifts from having students look at text in small pieces to synthesize the whole of their thinking.

Commentary from Jan and Kim

**Lesson
1 - 2
Cycle One**

READ ALOUD
Reading is Thinking: Point of View



Responsive Teaching	Formative Assessment	If . . .	Then . .
	<p>What do students say when you ask the question, “Why does point of view matter?”</p>	<p>Students are unable to come up with responses to the question, “Why does point of view matter?”</p>	<p>Remember that this is new learning. Tell students that this question is one they will be seeking answers to as they continue to explore texts in this and upcoming lessons.</p>
	<p>Are students able to articulate both what they are thinking and what the character is thinking?</p>	<p>Students are quiet and seem uncertain of what to say.</p>	<p>The release of responsibility may be too quick for your students. Try modeling what the character is thinking and asking students to respond by telling you what they are figuring out about what the character is thinking.</p>
	<p>What is the quality of students’ responses when you ask what they think about the whole book in step 7?</p>	<p>Students respond with comments like, “It was good,” or, “It was sad.”</p>	<p>Provide them other models for how to respond. Say something like, “This book made me think a lot about being true to yourself and how hard it can be to do the right thing when others seem to see things differently from you.”</p>



Next Generation SHARED READING

Reading is Thinking: Point of View

Lesson
1-3
Cycle One



Lesson Summary

In this Next Generation Shared Reading lesson using poems from *Words with Wings* by Nikki Grimes, students will read to figure out words that have been omitted from the text. Students will also consider and discuss what the character seems to be thinking and what they, the readers, are thinking.

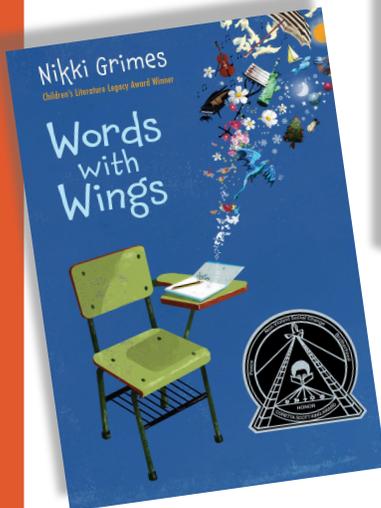
The Students' Work

Students will read as much of the text as they can. Students will follow along as the teacher reads the text aloud. Students will work together to figure out the missing words. Students will work together with a partner to discuss what they, the readers, were thinking while reading, as well as what they think the character in the text was thinking. Students will come back together as a whole group to share and discuss their ideas, citing evidence from the text to support their thinking.



What Students Will Learn

Students will learn how to problem-solve using print and meaning. Students will learn what point of view is and how to read a text and distinguish their own points of view from that of a character's. (RL 3.3, RL 3.6, RL 3.10)



We appreciate the sincerity of the character in this book, and the way her daydreaming while reading is juxtaposed against the social challenges of going to a new school. While this lesson only involves reading two, short poems, it will generate a lot of interest in reading more of this wonderful book!

Words With Wings

By Nikki Grimes
Illustrated by E.B. Lewis

Materials

- Markers
- Chart paper
- “Who’s Thinking This?” Chart from the Next Generation Read Aloud lesson (1-2)
- Means of displaying poem excerpts from *Words With Wings* (Choices for displaying may include making text accessible via interactive whiteboard or transposing text onto chart paper)

Preparation

We suggest using the poems titled “First Day” and “Gabby” available on pages 6 and 8 in *Words With Wings* by Nikki Grimes. For this lesson, you will need to write the poems on a chart or display them under a document camera. We present the text as a cloze activity, so when transposing the text leave out the words *duck* and *knocks* in the poem “First Day.” In the poem “Gabby,” we suggest replacing the words *teacher* and *fault* with blanks. If you are placing the book under a document camera, then cover these words before the lesson.

Lesson
1 - 3
Cycle One

Next Generation
SHARED READING
Reading is Thinking: Point of View



Teaching the Lessons

1. Begin the lesson by asking students to talk with a partner about what they understand about point of view. Ask them to discuss what point of view is and why they think understanding it matters. Come back together and discuss their ideas.

Listen in as students discuss their ideas about point of view. Their conversations will reveal what aspects of previous lessons are transferring, and will give you insight into what might need more attention in this and future lessons.

2. Tell students that you have some poems from *Words With Wings* that you want them to read. Turn their attention to the poems that you have written on chart paper or are displaying with a document camera. Alert them that some words from the poems are missing as indicated by the blanks within the text. Ask them to read the poem and think about what they think those words might be.

3. Read the text aloud as students follow along. When you get to missing words, say “blank.” Students may read aloud chorally or read along silently.

4. Let students work in pairs to read and discuss the text. Reread the text as a whole-group. As you reread, consider which word suggestions best fit in the blanks. Talk with students about the strategies they used to figure out the missing words.

This text is likely to be difficult for some students, so this portion of the lesson is brief. While it is traditional to read the text aloud to students first in traditional shared reading, in Next Generation Shared Reading, we often allow students an opportunity to attempt reading to see what they can figure out about the text, before we read it aloud.



Lesson
1 - 3
Cycle One

Next Generation
SHARED READING
Reading is Thinking: Point of View



5. Refer to the "Who's Thinking This?" Chart made while reading *Each Kindness* by Jacqueline Woodson. Remind them how they have been thinking about the point of view of the character in the texts they are reading, as well thinking about how texts influence their point of view. Have students work with a partner to discuss what they think Gabby is thinking. Next have them discuss their own point of view. Ask them a question like, "What's in your head? What are you thinking?"

The purpose of this task is NOT for students to get the "right" words in the blanks. The purpose is for them to collaboratively process the meaning of the text. If a word makes sense in the blank, then it is a valid choice for them. Of course, they have to comprehend the text in order to fill in the blanks accurately. We love to use the cloze process to get students to think deeply about the text.

We usually do not include the "right" words for the cloze texts in the lesson because the emphasis is on the problem solving process, although sometimes conversations about interesting words--such as *fault*--can be engaging and informative. When there is a "right" answer, students can get caught up in being right, rather than in really thinking about the text. You can, however, encourage students to read the book or close the lesson by reading these and other poems aloud.

6. Come back together as a whole group to discuss students' thinking about point of view. If you choose, record their thinking on a new "Who's Thinking This?" Chart.

As students work, check in with pairs to gauge how your teaching is transferring. At this stage of the gradual release, distinguishing their point of view from the character's point of view should be becoming easier and more fluid for students.

7. Conclude the lesson by telling students that during Guided Reading they will have the opportunity to continue practicing thinking about point of view--specifically, what they are thinking as they read and what they think characters are thinking--and why point of view matters.

Point of View

What somebody sees when they look at something

**Lesson
1 - 3
Cycle One**

**Next Generation
SHARED READING**
Reading is Thinking: Point of View



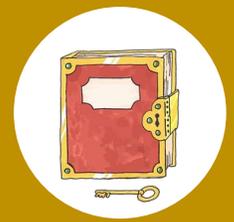
Responsive Teaching	Formative Assessment	If ...	Then ..
	How difficult was the text for students?	You notice students are restless or fidgety during the first five minutes of the lesson when they are asked to read the text to themselves.	Give them less time to work with the text on their own.
	How appropriate are students' word choices when they fill in the blanks in the text?	<p>Students' word choices are precise and make clear sense.</p> <p>Students' word choices appear random or like unfounded guesses.</p>	<p>Name the strategies students are using to integrate clues from the print and the meaning to make informed decisions about the text!</p> <p>Ask students to cite evidence from the text to support their choices. Encourage them to use available print and meaning information to improve the quality of their guesses.</p>
	What do students' conversations with partners reveal about their ability to distinguish their point of view from the character's point of view?	Students seem inconsistent in their ability to distinguish their point of view from the character's.	Provide them more support. Bring back the thought bubbles and write down some of their ideas and ask, "Am I, the reader, thinking this? Or is Gabby, the character, thinking this?"
	Are students engaged in the shared reading experience until the end of the text?	Students' enthusiasm begins to wane in the middle of the text.	Stop the lesson and continue it later in the day or on another day. Shared reading should be engaging!

“Children must be taught how to think, not what to think.”
--Margaret Mead

Next Generation GUIDED READING

Reading is Thinking: Point of View

Lesson
1 - 4
Cycle One



Lesson Summary

During this Next Generation Guided Reading Lesson, students will work under the careful watch of the teacher. They will practice thinking about what characters in the story are thinking (character's point of view) as well as continue to practice connecting with their own thoughts about the story (reader's point of view).

The Students' Work

Students will use what they know about print and meaning to help them problem solve when they come to a word they don't know or ideas they don't understand. Students will use the information presented in the text to help them articulate what they understand about what the character is thinking and their thoughts about the text, in general.



What Students Will Learn

Students will learn how to problem-solve using print and meaning. Students will learn what point of view is and how to read a text and distinguish their own point of view from that of a character's. (RL 3.3, RL 3.6, RL 3.10)

Text Selection

Use the following guidelines to support your text selection process. For specifics on modifying this Next Generation Guided Reading Lesson to teach a small group shared reading lesson, literature circles, or strategy groups, see Appendix B.

Guided Reading

Select text that is instructional level for the group. The selected story should be richly developed fiction or narrative nonfiction that easily allows students to explore a character's point of view. Text should be short enough to be read and discussed in its entirety in two lessons.

Shared Reading

Select text that is on or slightly above the average reading level of the group. The story should be richly developed fiction or narrative nonfiction that easily allows students to explore a character's point of view. Generally, small group shared reading lessons take only one day, so select a short text or an excerpt from a longer book.

Strategy Groups

Depending on your purpose for the lessons, for strategy groups, you may give students the same book or you may allow students to bring self-selected texts. Students will need richly developed fiction or narrative nonfiction.

Literature Circles

Students will work with you and the other members of their group to select a text for their literature circle. Provide students options of richly developed fiction or narrative nonfiction that easily allows them to explore a character's point of view.

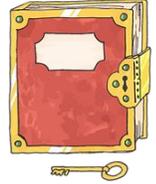


Materials

- Clipboard/record-keeping notebook
- Pen or pencil
- "Who's Thinking This?" Charts from Reading Art and Next Generation Read Aloud
- Reader's notebooks

Lesson
1 - 4
Cycle One

Next Generation
GUIDED READING
Reading is Thinking: Point of View



Teaching the Lessons

1. Open the lesson by referring to the "Who's Thinking This?" Charts from previous lessons and telling students that, during this lesson, they will continue thinking about why point of view matters.

Using anchor charts across lessons gives students tools that help them do the work independent of us. Be sure the point of view anchor charts from previous lessons are within sight during guided reading.

2. Distribute the books. Show excitement over the text you have selected for them, express your enthusiasm for the text and their opportunity to explore it. Participate in a conversation with students about what they notice about the book as they spontaneously engage in their book-orienting routines, such as reading the cover, reading the back, studying the pictures, flipping through the text, thinking of background knowledge.

We take every opportunity possible to pique students' interest and curiosity in text. Students tend to work harder and understand more when they are engaged. As students prepare to read, take note of their reading behaviors.

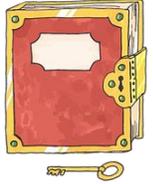
3. Prompt students to read the text. Instruct them to notice what they are thinking about on each page and to also give some consideration to the character's point of view.

4. As students read, collect as much information as you can about them as readers, documenting in your anecdotal notes their use of print and meaning. Pull up alongside individual students and listen as they read aloud from their book. Make note of what students do at the point of difficulty. If students need prompting or support, be judicious. Give them time to work through a tricky spot before you jump in. If you do cue them, start with broader prompts--such as "What can you try?" or "What will you do next?" Ask students to share what they understand about what they read aloud. If you have time, touch base with them about the different points-of-view they are thinking about.



**Lesson
1 - 4
Cycle One**

**Next Generation
GUIDED READING**
Reading is Thinking: Point of View



5. Once every student has had time to read the text (students who finish before others should read the text a second time), bring the students back together and ask them to describe the parts of the text they found tricky. Ask them to share the strategies they used to get unstuck.
6. Refer students to the "Who's Thinking This?" Charts from previous lessons. Ask students to work with a partner to generate in their Reader's Notebooks a "Who's Thinking This?" Chart. Then, have them work with their partners to consider what they were thinking as they read and what the character could have been thinking.

The prompts at the top of The Prompting Funnel are universal and can help learners get unstuck no matter what kind of tricky spot they are faced with, whether print or meaning. For more information about The Prompting Funnel, see page 137 of *Who's Doing the Work?* Download a free Prompting Funnel at BurkinsandYaris.com.

7. Bring students back together as a group to share their thinking and insights. Let the conversation organically evolve around the story; don't limit discussion to point of view, but do look for opportunities to connect to it.
8. End the lesson by reminding students to continue to think about point of view as a way of helping them think deeply about the stories they read during Independent Reading. Mention how this type of thinking makes reading more interesting and fun.

This discussion is a very important part of the lesson, so be sure to save time for it.

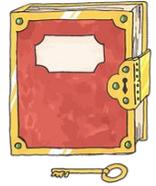
If point of view does not come up in the lesson, mention it in the context of some insight or "Aha!" about the text. We want students to understand that point of view helps us understand characters and narratives; it isn't just a topic they will see on a standardized test!

Commentary from Jan and Kim

**"The only person who is educated is
the one who has learned how to learn ... and change."
--Carl Rogers**

Lesson
1 - 4
Cycle One

Next Generation
GUIDED READING
Reading is Thinking: Point of View



Responsive Teaching	Formative Assessment	If ...	Then ..
	<p>Were students fluent enough with the words to attend to the meaning elements of the text?</p>	<p>Many students in a group spend so much time on figuring out the words that they have little time or mental attention to consider the character's point of view.</p>	<p>Consider morphing the intention of the small group instructional choice. For example, if you selected a text for Next Generation Guided Reading and it is too hard, shift the lesson to make it a small group shared reading lesson. See Appendix B for explanations of the different small group reading options.</p>
	<p>What behaviors do you notice when you pull up alongside students and listen to them read?</p>	<p>A student demonstrates no difficulty reading and can speak with detail and insight about the text.</p> <p>Students favor one cueing system over another.</p>	<p>Consider moving this student to another group that is reading more difficult texts.</p> <p>Plan to address the issue in an upcoming Next Generation Shared Reading lesson or plan a small group shared reading lesson. If the issue is severe or persistent, some students may need a consistent intervention.</p>
	<p>Can students identify words that they had difficulty with and articulate strategies they used to figure out these words?</p>	<p>Students are unable to articulate which strategy or strategies they used to figure out the meaning of the text.</p>	<p>Refer them to the chart for support, or let them describe the strategy and help them name it.</p>
	<p>How well are students able to articulate their thoughts about what the character is thinking, in addition to their own general thoughts about the text?</p>	<p>Students don't seem able to distinguish their point of view from that of the character's.</p>	<p>Give students an empty thought bubble drawn on a sticky note and ask them to point to a place in the story where something important happens and think about what the character in the story might have been thinking at that moment.</p> <p>Consider repeating this Next Generation Shared Reading lesson with a different text, repeating this entire lesson cycle, or planning for a small-group or individual intervention.</p>

Next Generation INDEPENDENT READING

Reading is Thinking: Point of View

Lesson
1 - 5
Cycle One



Lesson Summary

In this Next Generation Independent Reading lesson, students will look at and discuss their point of view about several titles set up around the classroom by the teacher. They will consider why point of view matters and read independently as the teacher confers with them about their reading.

The Students' Work

Students will talk with other students about what they are thinking as they look at different books set up around the classroom. Students will come back together as a group to share their point of view about the books. Students will read self-selected texts and share their thoughts about what they read. They will discuss why point of view matters.

Time Frame



Mini-lesson: 5-10 minutes
Independent Reading
Time: 10-30 minutes
Sharing: 10-15 minutes

What Students Will Learn

Students will learn how to problem solve using print and meaning. Students will learn what a point of view is and how to read a text and distinguish their own point of view from that of a character's. (RL 3.3, RL 3.6, RL 3.10)

Students should have book boxes with texts they have pre-selected. It is important for this lesson that their self selected texts include some fiction or narrative nonfiction. Students may continue reading from texts in progress or they may select from the selection of texts they peruse during the lesson.



The amount of time students spend reading independently depends on how engaging and appropriate their text choice is, as well as the stamina they have built for sustaining focus during this time. If stamina is short, you can let sharing serve as a check in and send students off to read again.

Materials

- A collection of a few different titles that communicate a strong point of view
- Clipboard or record keeping notebook
- Pen or pencil
- "Who's Thinking This?" Charts from previous lessons

Preparation

Set up several thought provoking titles in places in the classroom where students can gather in pairs or small groups to peruse the titles. As you're selecting texts to set up around the room for students to think about and discuss, choose fictional titles that are particularly strong at communicating point of view.

Lesson
1 - 5
Cycle One

Next Generation
INDEPENDENT READING
Reading is Thinking: Point of View



Teaching the Lessons

1. Ask students to bring a notebook where they can jot down the title of the books they look at as well as their initial thoughts about the books.
2. After students have had the opportunity to look at three or more different titles, gather them in the classroom meeting area. Allow student pairs or small groups time to confer with other student pairs or small groups. Ask them to discuss the titles they perused and share their thoughts about the titles. While students chat, set the titles along the chalk tray and give students a sticky note upon which to write their names. Ask them to place their sticky notes near the titles they were most excited to read.

Students have been practicing formulating thoughts about text by looking at covers and title pages of text all throughout this cycle of lessons. Listen in as students talk with each other about the books to assess how deeply they are thinking about the text.

3. Ask some students to share what they were thinking about the book they put their sticky note near. Ask students if there were any titles they were not excited to read. Again, ask students to share their reasons for this choice. Remind students that they have been thinking about point of view and their selections reflect the many different points of view they have about books.

Ultimately, our goal in reading instruction is for students to be excited about and love reading. Whenever we can, we try to reconnect with this objective.

4. Send students off to read independently. Ask them to think about point of view--theirs and the character's--as they read. As students read, conduct individual conferences with students. Engage with them around their text choice and show enthusiasm for independent reading. Jot anecdotal notes about your conferences. In particular, document how students problem solve and whether they are reading for meaning. You can also check in on what students are thinking about the text and the point of view of the character(s).

Be mindful of the amount of time you spend talking during this lesson--it is easy to get caught up in conversations about books, but we want to ensure that students have lots and lots of time to read!

**Lesson
1 - 5
Cycle One**

**Next Generation
INDEPENDENT READING**
Reading is Thinking: Point of View



5. When time is up, or when students begin to lose focus, allow them to gather with a partner to talk about their thinking. Encourage them to discuss their thinking about the character's point of view and about their book in general.

6. Come back together as a whole group to discuss students' thinking about point of view. If you choose, record their thinking on a new "Who's Thinking This?" Chart.

Remember to keep these conferences conversational. While you want to see how well students are transferring new learning about point of view, we never want these conversations to feel like an inquisition. We always remind ourselves to model our conversations after what we'd say if we were talking with a friend about something we recently read.

Commentary from Jan and Kim

Burkins and Yaris Quick Reference Guides (QRGs)

We have developed laminated, trifold resources that are color coded with these Lesson Sets and offer quick reference information for teaching within each of the five, next generation, instructional contexts.



Available through NCTE at <https://ncte.org/resources/quick-reference-guides/>

Lesson
1 - 5
Cycle One

Next Generation
INDEPENDENT READING
Reading is Thinking: Point of View



Responsive Teaching	Formative Assessment	If . . .	Then . . .
	<p>What kind of thoughts are students having about the books as they peruse them?</p>	<p>Students make superficial comments, such as “This book looks good” or “This looks stupid.”</p>	<p>Ask questions like, “What makes it look good?” or “What do you see on the cover?” or “What is that making you think about?” These questions help remind students of their recent learning.</p>
	<p>How well do students settle into their independent reading routines?</p>	<p>Many students have difficulty settling in and the atmosphere feels noisy or chaotic.</p>	<p>Stand back and watch. Delay beginning conferences so that you can try to pinpoint the problem. In the future, have a mini-lesson addressing the difficulty and let students practice.</p> <p>Play quiet, soothing music while students read. We prefer instrumental music.</p>
	<p>What patterns do you notice in student reading behaviors over the course of several conferences?</p>	<p>You notice that many students are unable to distinguish the character’s point of view from their own.</p> <p>You notice that many students are having difficulty with another skill (e.g. asking and answering questions, summarizing what the text is about, skimming text for important information, etc.).</p>	<p>Pull those students together for a strategy group that addresses that skill.</p> <p>Plan to make that skill the focus of an upcoming Next Generation Read Aloud and Next Generation Shared Reading lesson.</p>
	<p>What is the quality of the conversations students have with their partners?</p>	<p>The depth of student conversation seems shallow, with students saying things like, “My book is good” or “I really like this story.”</p>	<p>Plan to follow up with a mini-lesson about how to have richer, deeper sharing conversations about books. In this lesson, demonstrate what a conversation about character traits and theme might sound like.</p>
	<p>Do students enjoy reading?</p>	<p>Students seem distracted or uninterested in their texts.</p>	<p>Provide mini-lessons or conferences that help them identify Independent Reading texts that interest them.</p>

Frequently Asked Questions

How does this resource work with other programs or materials I am using to teach reading?

This resource is meant to supplement instruction in classrooms using other programs and/or working to develop their own curriculum. Because the program is complete, however, it will work with any instructional model you are using. If you are using a reading program that is all-inclusive or scripted, you will simply do a little less of that program each day to create time for the *Who's Doing the Work?* lessons. If you work in a balanced literacy school and work with or without the support of a program, you will find these lessons easy to integrate into what you are already doing. If you teach in a workshop school, you can integrate these lessons into the mini-lesson portion of your workshop each day, dividing them up as necessary. In short, these lesson sets can serve as an instructional complement in many different types of classrooms, from those using a balanced literacy framework to those committed to reading workshop to those who follow a traditional basal program closely.

Which lesson set do I teach first?

These Lesson Sets are designed to be independent of one another, which means that you can teach them in whatever order best suits and supports your instructional goals. While we don't favor any one particular lesson set for any particular time of the school year, you may find that you will need to make adjustments for different times of year. For example, independent reading at the beginning of the school year will look different than that at the end of the school year. A particular text may be a little more challenging in the fall--requiring more discussion and making the lesson stretch across two days--than in the spring. Because these Lesson Sets are meant to supplement your curriculum, we expect you to adjust them in ways that best support your students and fit with the other literacy instruction in your classroom.

Do I need to teach the lessons in each Lesson Set in order?

Yes! The lessons in each, individual set are designed to build upon one another. The Reading Art lesson lays the foundation upon which the Read Aloud lesson builds. The Next Generation Shared Reading lesson takes the learning still further. And finally, Guided Reading and Independent Reading build on what is learned in the previous three lessons. The second cycle of five lessons are connected to the first five lessons, and are designed to take understandings connected to the overarching goal still deeper. Because of the sequential design of these lessons, it is important to teach them in the order that they are written.

How do the *Who's Doing the Work? Lesson Sets* support English Learners?

The Lesson Sets are designed in ways that position you to support English Learners of all levels. Each component of the gradual release cycle offers opportunities for EL students to practice both oral language and reading process. In addition, the very design of the Lesson Sets across the gradual release of responsibility allows teachers to reinforce concepts across instructional contexts. This structure also allows students to engage in repeated practice of new vocabulary and strategies. We find that backing away a bit, providing additional wait time, and asking EL students, "What can you try?" (and other prompts at the top of the prompting funnel), empowers them to do the work of learning to read. The *Who's Doing the Work? Lesson Sets* can help you show your EL students their power and teach them how to be independent.

How do I schedule these lessons?

One of the foundational principles upon which these Lesson Sets are built is the belief that children learn best through repeated practice. However, if we inundate children with too much of a single concept at one time, we risk oversaturating them. Our goal is to present information in small, manageable chunks, which means that we recommend being mindful of the pace at which the lessons in these sets are presented. Use what you know about your students as readers and thinkers to help you decide whether to teach one lesson or two a day. If you teach more than one lesson in a day, make sure to plan something different for a break in between the lessons. Generally speaking, we do not feel it is in the best interest of students to teach all five lessons of a cycle in a single day.

What do I teach if I'm not teaching one of these lessons?

Because the *Who's Doing the Work?* Lesson Sets are designed as a supplemental resource, if you're not teaching one of our lessons, you would teach something from your main curriculum, something from your regular instructional practice. Ultimately, we advocate including all components of balanced literacy--word work, read aloud, shared reading, guided reading, independent reading, and writing. How you piece these together from your main curriculum and our Lesson Sets is at your discretion.

How important is it that I present the lessons exactly as they are written?

In creating this teacher resource, we used our general understanding of children's reading development to help us make decisions about what and how to teach. We collected field research and used that feedback to help us revise the lessons to make them stronger and better. We believe that these lessons are a solid guide for helping your students achieve the stated objectives. However, we also believe that teachers teach children, not programs or teacher resources. While we have tried to anticipate different instructional contexts and student needs, and we have offered suggestions in the "Formative Assessment and Responsive Teaching" section of this resource, as well as in the commentary section of the "Teaching the Lesson," we expect that your students and unique teaching situation may present variables for which we have not accounted. Furthermore, your teaching style and foundational beliefs will drive your work with students, giving your implementation of these lessons their own flavor. For all these reasons, we want you to adapt these lessons as you need to in order to serve the children with whom you work.

Do I need to use the texts that you suggest and provide in this kit?

As we developed these Lesson Sets, we drew on our decades of experience working with elementary children and our wide experience with picture books to make decisions about which books would be best for students in different grade levels. Because we don't know your students specifically, however, it is possible that our selections may not be what works best for them. Whenever that is the case, we encourage you to select other texts using the criteria we outlined above, and the text descriptions in the "Resources" section of each lesson. We never want students to read anything but the best texts for *them!*

What is the “Prompting Funnel” and why is it important?

In *Who’s Doing the Work? How to Say Less So Readers Can Do More* (Stenhouse 2016), we posit that, in order to help children grow to become increasingly capable readers, we must teach them to rely on themselves and the text--not on the teacher--at the point of difficulty. The “Prompting Funnel” is a tool that we’ve designed to support teachers in helping children be independently tackle the tricky parts of a text. You can download a free Prompting Funnel tool at burkinsandyaris.com.

When helping children, the prompting funnel cues us to first ask big, open-ended questions that require the most work of students. Because more specific prompts, such as “Does it make sense?” and “Look at the picture” are at the bottom of the prompting funnel, it cues us to use these as a last resort. The Prompting Funnel reminds us instead to begin with questions like “What can you try?” and “What will you do first?” Prompting in this way helps children develop agency (Johnston, 2012) and a growth mindset (Dweck, 2006), as they assume responsibility for identifying, tackling, and cross-checking their solutions when tricky spots arise.

What is “Next Generation” instruction?

We use the term *Next Generation* to describe conventional practices that have naturally evolved as educators reflect on student learning and respond to students’ needs. Next generation reading instruction requires us to scrutinize our lessons through a lens of student independence/dependence and involves identifying places where we could let students do more of the work in Read Aloud, Shared Reading, Guided Reading, and Independent Reading. Next Generation literacy instruction minimizes text introductions, favors prompts that let students do the work, connects instruction across the gradual release of responsibility and shifts away from other practices that assume work students could do for themselves. The term *next generation* does not mean that earlier practices were wrong, simply that, as is natural for reflective practitioners, our work is continually on a trajectory of improvement. The lessons in these Lesson Sets are *Next Generation*.

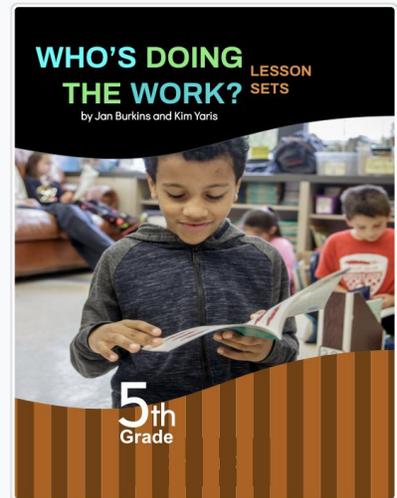
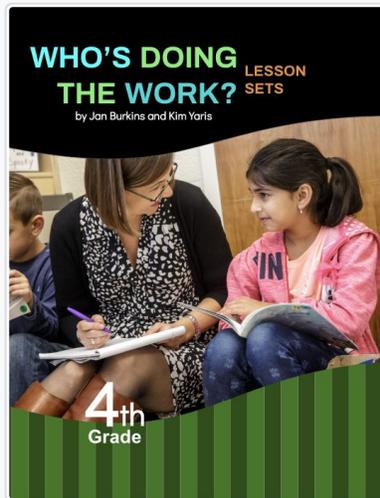
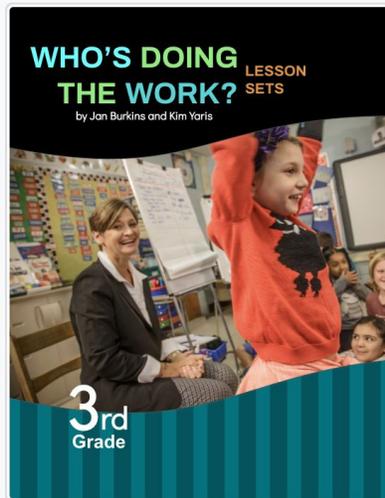
You frequently use the term “turn and talk.” What does that mean?

“Turn and talk” is a classroom structure whereby children sitting in close proximity to one another engage in a brief conversation about what they are learning. In turn and talk, teachers give students a prompt for discussion. The prompt may be very general (i.e. What do you notice on the cover of the book?) or specific (i.e. How do you think the main character is feeling, and why?). While turn and talk can be used in any content area, we feel it is particularly integral to the social nature of constructing meaning, thereby making it an invaluable tool in the reading classroom. You are likely to find that turn and talk is more efficient if you develop specific routines around it, teaching and practicing these routines in many contexts.

Closing Thoughts

We have thought of you often, Teacher Friend, as we have written these Lesson Sets. We wish you much joy as you share these books and ideas with the students in your care. As you bring these lessons to life in your classroom, responsively adjusting them for the students who you will teach to love reading and learning, continually ask yourself: Who is doing the work?

The 3-5 Lesson Sets



The *Who's Doing the Work?* 3-5 Lesson Sets are available through Literacy Builders. For more information or a free set of sample lessons, write to info@burkinsandyaris.com or visit burkinsandyaris.com.



The K-2 Lesson Sets

The *Who's Doing the Work?* K-2 Lesson Sets are available through Stenhouse Publishers. For more information or a free set of sample lessons, write to info@burkinsandyaris.com or visit burkinsandyaris.com.



WHO'S DOING THE WORK?

LESSON SETS

by Jan Burkins and Kim Yaris

For more information, a free set of sample lessons, or to purchase the Lesson Sets, write to info@burkinsandyaris.com



From workshops to demonstration lessons to classroom coaching, Jan and Kim also offer a full complement of professional development services to support the implementation of *Who's Doing the Work?* For more information, or to get on their calendar, write to info@burkinsandyaris.com



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