Unit I - Week 2

Weekly Teaching Points:

> Making Inferences within Wonder
> Looking at the actions/thoughts/feelings of a character
> Comparing/Contrasting Characters
| Making Inferences about Characters - Using Wonder |

Today we are going to practice using the text to make inferences about characters as we read.
What are INFERENCES?

Click on the image above for a quick review video about inferences.
When we make inferences - it is very important that we use TEXT EVIDENCE to support our inference.

When using text evidence, it is important that we quote directly and explicitly from the text! If we do not support our inference with text evidence, we cannot prove our thinking.

Let’s practice using Wonder.
What inference can we make about the characters from Wonder?

Read the following excerpts. What inference can we make?

**TEXT EVIDENCE...**

~ I could tell I was being stared at without even looking up. I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't.

~ "We're kind of like Beauty and the Beast."

~ "Why do I have to be so ugly, Mommy?" I whispered.

**INFERENCE about AUGUST...**
With your reading partner...

Select 2 characters to make an inference about. Be sure to use evidence from the text to support your inference.

Mom
Dad
Via
Summer
Jack
Charlotte
Julian
Characters’ actions...

Today we are going to look at and analyze the actions of characters in our books. We will discuss what these actions tell us about our characters and what the actions of others can tell us about our characters. This will continue to help us build theories about our characters as we read.
Let's start off with a quick story that most of us are very familiar: **CINDERELLA**

Who would like to volunteer to give us a very brief summary of the story of Cinderella?

Okay, now that we have been reminded of the story, let's look at Cinderella, the character.
CINDERELLA

What does Cinderella do? Think about her actions.

What does this tell us about Cinderella?
CINDERELLA

How do the other characters treat Cinderella?

What does this tell us about Cinderella?
What theories can we build about Cinderella?

Suggestions:

~ Cinderella is kind. She doesn’t get hateful with her stepmother or stepsisters even when they are so mean to her.

~ Cinderella is naive. She expects everyone to be sweet to everyone else. She doesn’t really understand how or why someone would be jealous.

~ Cinderella doesn’t fit the stereotype of a heroine - she isn’t brave and doesn’t try to fix the world. Her story is all about herself.
Now, can we apply this strategy of looking at the actions and how characters treat our main character to help us build a theory about August?

With your reading partner, discuss the following. Jot your ideas down in your journal.

1.) How does August act? What does he do?

2.) Think about the actions of the other characters.
   Mom, Mr. Tushman, Mrs. Garcia, Julian, Jack, Charlotte

3.) What theories can we make about August?
So readers, when you read today and every day, pay close attention to the actions and choices of the characters and think about what these actions reveal about them as people. Also pay attention to the ways the other characters treat the main character in the books that you are reading. Think about what this reveals about them. Record your ideas about the characters in your books on sticky notes as you read.
Today’s Objective: Readers compare and contrast characters to draw conclusions about the text.

Today we are going to review how to compare and contrast characters, and how this makes us better readers.
Let’s start with the vocabulary from our objective. Using your prior knowledge, what definitions can we give for each of the following?

**COMPARE:** to show how two things are similar - ALIKE

**CONTRAST:** to show how two things are different - DIFFERENT

**DRAW CONCLUSIONS:** using the information given, along with our prior knowledge to make a reasonable judgment
### Key Words to help us remember...

<table>
<thead>
<tr>
<th>COMPARE</th>
<th>CONTRAST</th>
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<tr>
<td>both</td>
<td>although</td>
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<td>also</td>
<td>but</td>
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<td>just like</td>
<td>on the other hand</td>
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<td>alike</td>
<td>however</td>
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<td>as well as</td>
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When you see the pencil, it's note time!
Drawing Conclusions... the idea is very similar to making an inference.

You are using what you know [PK], what you learn from the text [TE], to make a reasonable judgment about a character or story.

Example:

Julie and Jesse walked into math class together. The teacher looked up and said, "Oh good. You are just in time for the pop quiz on last night’s homework!" Julie groaned and started to sweat. Jesse just smiled as she took her seat. Once seated, both girls got out their pencils and began looking at the quiz. Jesse began working out problem number one. Julie just sat there gnawing on her pencil.

Let’s break down what we know...
<table>
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<tr>
<th>Prior Knowledge</th>
<th>Text Evidence</th>
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<td>PK</td>
<td>TE</td>
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CONCLUSION
Now, let's put it all together and practice.

We are going to read the fable, "The Tortoise and the Hare" by Aesop. After we read it together, we will discuss how the two characters are similar and different. Then we will create a graphic organizer comparing the two characters. Finally, we will draw conclusions about the characters.
The Tortoise and the Hare

Once upon a time there was a hare who, boasting how he could run faster than anyone else, was forever teasing tortoise for its slowness. Then one day, the irate tortoise answered back: “Who do you think you are? There’s no denying you’re swift, but even you can be beaten!” The hare squealed with laughter.

“Beaten in a race? By whom? Not you, surely! I bet there’s nobody in the world that can win against me, I’m so speedy. Now, why don’t you try?”

Annoyed by such bragging, the tortoise accepted the challenge. A course was planned, and the next day at dawn they stood at the starting line. The hare yawned sleepily as the meek tortoise trudged slowly off. When the hare saw how painfully slow his rival was, he decided, half asleep on his feet, to have a quick nap. “Take your time!” he said. “I’ll have forty winks and catch up with you in a minute.”

The hare woke with a start from a fitful sleep and gazed round, looking for the tortoise. But the creature was only a short distance away, having barely covered a third of the course. Breathing a sigh of relief, the hare decided he might as well have breakfast too, and off he went to munch some cabbages he had noticed in a nearby field. But the heavy meal and the hot sun made his eyelids droop. With a careless glance at the tortoise, now halfway along the course, he decided to have another snooze before flashing past the winning post. And smiling at the thought of the look on the tortoise’s face when it saw the hare speed by, he fell fast asleep and was soon snoring happily. The sun started to sink, below the horizon, and the tortoise, who had been plodding towards the winning post since morning, was scarcely a yard from the finish. At that very point, the hare woke with a jolt. He could see the tortoise a speck in the distance and away he dashed. He leapt and bounded at a great rate, his tongue lolling, and gasping for breath. Just a little more and he’d be first at the finish. But the hare’s last leap was just too late, for the tortoise had beaten him to the winning post. Poor hare! Tired and in disgrace, he slumped down beside the tortoise who was silently smiling at him.

“Slowly does it every time!” he said.
H-Chart Organizer

There are many different organizers to compare two characters, Venn Diagram, Double Bubble, etc. The H-Chart Organizer is a new one to try.
What conclusions can we draw about the Hare?

What conclusions can we draw about the Tortoise?
We can apply this same strategy to Wonder.
We can compare and contrast the different characters to help us draw conclusions about the text.

With your reading partner, select 2 characters to compare and contrast.
Example...

**JULIAN**
- acts different when with adults than with teachers
- is NEVER nice to August
- his friends seem mean too
- is the "it" guy - very popular

**JACK**
- acts the same way - overall good guy
- is nice to August in class
- known for being "good" boys
- asked to show August around
- have lots of friends
- his friends are average guys too
- not as popular as Julian

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**Julian** is very self-confident and believes he is better than others.

**Jack** is confident, but still wants to fit in with others. He wants to do what is right, but doesn't want to stand out either.
So readers, today and every day, remember to think about your characters as you read. Think about how the characters support, or complement, one another or how they work against, or antagonize, one another. Finding the similarities and differences in the characters will help you to develop a deeper understanding of the text. Get out your independent reading books and begin reading. As you read, use sticky notes to mark important character traits. Later, we will share ideas about our characters with our partners.
Reading Partnerships

Most of you are familiar with having a reading partner. Your reading partner is who you will turn-and-talk to about your book or discuss the skill we are learning in mini-lesson.

Today we are going to review what is expected from your reading partnerships. It will be a good idea for you to take notes on what we are looking for when you are with your partner.
The Purpose of Reading Partners...

Reading partners are important because we all have ideas to share and we all want to participate in our lesson. However, we don't have enough time for everyone to share as a whole class every day. Having a reading partner will allow everyone to share their understanding. Partnerships also hold everyone accountable for paying attention and for reading.

Assigning of Reading Partners...

Before you ask, NO, you do not get to choose your reading partner. Your partnerships will be assigned by your teacher. These partnerships may change throughout the year. It is important for you to work with your partner in a cooperative manner so you will be a successful team!
What Partners Look Like...

~ Partners sit **BESIDE** each other in group.
~ Partners make **EYE CONTACT** with each other. They **LOOK AT** each other.
~ Partners' **BODY LANGUAGE** shows they are **INTERESTED** and **LISTENING**.
~ Partners' **HANDS, EYES, and MINDS** are **VISIBLY FOCUSED** on the **TASK** and **TOPIC**.
~ Partners' **FACES ACKNOWLEDGE** what each other are saying by **SMILING, FROWNING, NODDING, etc.**
What Partners SOUND Like?

~ Only 1 person talking at a time! Take turns!

~ I agree with you because...
~ I disagree with you because...
~ I understand why you think that...
~ That makes sense. I was also thinking...
~ What in the text makes you think that...
~ So I think I hear you saying...
What Partners Do...

~ Say something when the other person finishes talking.
~ Stay on TOPIC... talk about and respond to what your partner just said.
~ Push each other's questions by asking clarifying questions, leading each other back to the text evidence, and adding to each other's ideas.
~ Hold each other accountable by setting goals, analyzing your progress, and encouraging your partner to be GOOD READERS and THINKERS.
Let’s practice being good partners...

Teachers - ask a student to help you model a good partnership. You can discuss Wonder or another book with which you are both familiar.

Closure

After students’ independent reading time, have them practice being good partners by sharing the POWERFUL PASSAGES they selected from their reading.