

Grade 1: Getting to Know Fiction				
Essential Questions	Student Understandings	Skills	Teaching Moves	Resources
<p><b>Part 2</b></p> <p>What is fiction?</p> <p>How do we get steady when reading fiction?</p> <p><i>What can we learn by studying the characters in a book?</i></p> <p><i>How can you get to know the character from the inside out?</i></p> <p><b>Page 5</b></p>	<p>Readers pay attention to what characters do, say, and think in order to discover how they feel.</p> <p>Readers look at the text and pictures to discover how a character feels.</p> <p>Readers use a variety of words to describe how a character feels.</p> <p>Readers link ideas back to evidence found within the text.</p> <p>Readers notice how a character’s feelings change throughout the story.</p>	<p><b>Characterization</b> The ways in which an author conveys information about his or her character.</p> <p><b>Identify Feelings</b></p> <p><b>Explicit:</b> Sometimes the author clearly states how a character feels. Students need to recognize the importance of this.</p> <p><b>Inferred:</b> Readers can gather clues from the text and think about what they already know to infer how a character feels.</p>	<p>This page is a continuation of characterization work from the previous page. Here we are expanding the students’ understanding of character by exploring how a character feels and how those feelings change over the course of the text.</p> <p>Sometimes the author clearly states how a character feels, and students need to be taught to recognize this. Most times, however, readers need to gather clues and infer how a character is feeling. Introduce the notion of inference through a dramatization activity. Silently act out a situation such as a catching a fish: attach the worm to a hook, cast the line, wait for the fish to bite, act surprised at the first tug of the line, reel in the fish, and hold it up in pride. Ask students to infer what activity you were acting out. Be sure to have students verbalize <b>how</b> they arrived at their inference. This work will help students move towards inferring a character’s feelings.</p> <p>Focus on the words of a character and introduce the term dialogue. Dialogue can teach us about a character. Invite students to read and act out dialogue with the appropriate expression. Demonstrate the use of intonation to reflect a character’s feelings in order to bring him/her to life.</p> <p>Focus on one character. Make note of illustrations and descriptive words that provide insight into the character’s feelings. Chart the following:</p> <ul style="list-style-type: none"><li>• The character’s actions and words</li><li>• The character’s facial expressions and gestures</li></ul> <p>Help the students connect this information to a feeling word. Students should be coached to state how the feeling word matches the situation. Revisit the action timeline and connect the character’s actions to specific feelings.</p> <p>Coach students to put a sticky note on pictures that show how a character is feeling, and model how to follow the evolution of that feeling through the rest of the book. Students can place a post-it on places where the character continues to have that feeling and places that show the character’s feelings changing.</p> <p>To help students infer feelings, consider using the <i>It Says-I Say-And So...</i> think aloud protocol (Beers, Kylene 2003). This tool can help teachers lift the level of a think aloud moment by providing the structure for finding information within the text, thinking aloud about what is known, and finally combining what the text says with what is known to generate an inference. This protocol is not appropriate for the students to use, but it can help a teacher model deeper thinking.</p> <p>This is another opportunity to develop the students’ vocabulary. Create a chart showing nuances of meaning. Consider allowing students to link actions with appropriate feeling words. For example</p>	<p><b>Resources to support the teaching of this unit:</b></p> <p><u>Monkey and the Little One</u> By Claire Alexander</p> <p><u>Duck and Goose</u> By Tad Hills</p> <p><u>Stanley the Farmer</u> By William Bee</p> <p><u>Lovey Bunny</u> By Kristine A. Lombardi</p> <p><u>Goodnight Already!</u> By Jory John and Benji Davies</p> <p><u>Mr. Putter and Tabby Dance the Dance</u> By Cynthia Rylant</p>

			<i>smiled</i> and <i>laughed</i> could be linked to <i>excited</i> or <i>pleased</i> . As an extension students can sort words into positive and negative categories.	
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