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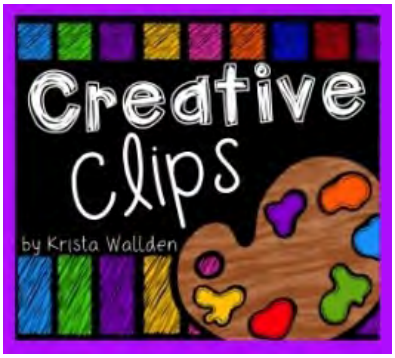
Jen Bengel

Thank you so much to these amazing artists, whose work is found in this resource!!







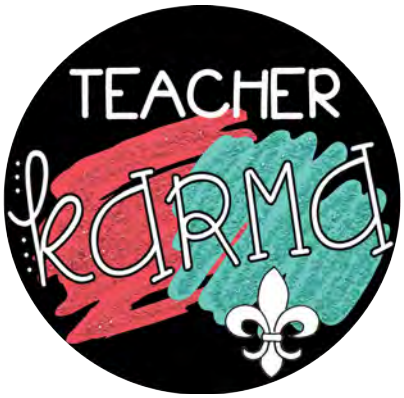
















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Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Each of the 36 comprehension skills includes 5 mini lessons

The Mini Lessons: Problem & Solution

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Define and identify problems*	Readers define what problems and solutions are in a text so they identify them during reading.
LESSON 2 *Thinking deeper about problems*	Readers identify problems in a story so they can think about possible reasons for them happening.
LESSON 3 *Predicting Solutions*	Readers identify problems in a story so they can predict possible solutions during reading.
LESSON 4 *Inferring Other Problems and Solutions*	Readers use what they know and what the text says to infer other possible problems and solutions that could be in the story.
LESSON 5 *Making Connections to Problems and Solutions*	Readers make connections to problems and solutions so they can decide how they might act in the story.

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Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

COMPLETE lessons with teacher suggested language and sample anchor charts

Readers make connections between the text and things they know about the world so they can understand their own world even better.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining how important it is for readers to be making connections between the texts they've already read and the world around them. If you need help describing making connections, use this language.

   Readers are always making connections as they read. Making a connection means they are comparing a part they are reading in the text to something else. There are lots of different types of connections readers can make. Today we are going to talk about the type of connection called text-to-world. This is when readers make connections between a text they are reading and something they know that's going in the world. It can be something happening in your neighborhood, school, city, state, country, or even the whole world! Many times our brains are reminded of things from our world when we read. Our brain is making a connection without us really having to do anything! Pretty cool. Let's try a few text-to-world connections.
4. After you have established a good definition of text-to-world connections, use a mentor text you have already read to the class. Reread a part of the mentor text aloud and stop to share your thinking of a connection you made to the world. Write down that part from the text and your world connection. Think about how the connection helps you understand the world better and write that in the 3rd column.
5. Invite students to think about another text-to-world connection using either the same mentor text or another you've already read to the class. Do some more modeling if needed. Invite students to share connections and fill in the 2nd example on the anchor chart as students take notes as well.
6. Invite students to turn and talk about a 3rd text-to-world connection. This time ask students to turn and talk with a partner about a world connections. Call on students to share. Write their answers on the class anchor chart.
7. Tell students that they will be working on sharing their text-to-world connections during independent reading today. Pass out the student page. Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers make connections between the text and things they know about the world so they can understand their world even better.

TEXT-TO-WORLD CONNECTIONS:	HOW I UNDERSTAND MY WORLD BETTER:
*** Complete the anchor chart by adding ideas from the class as they share during the lesson	

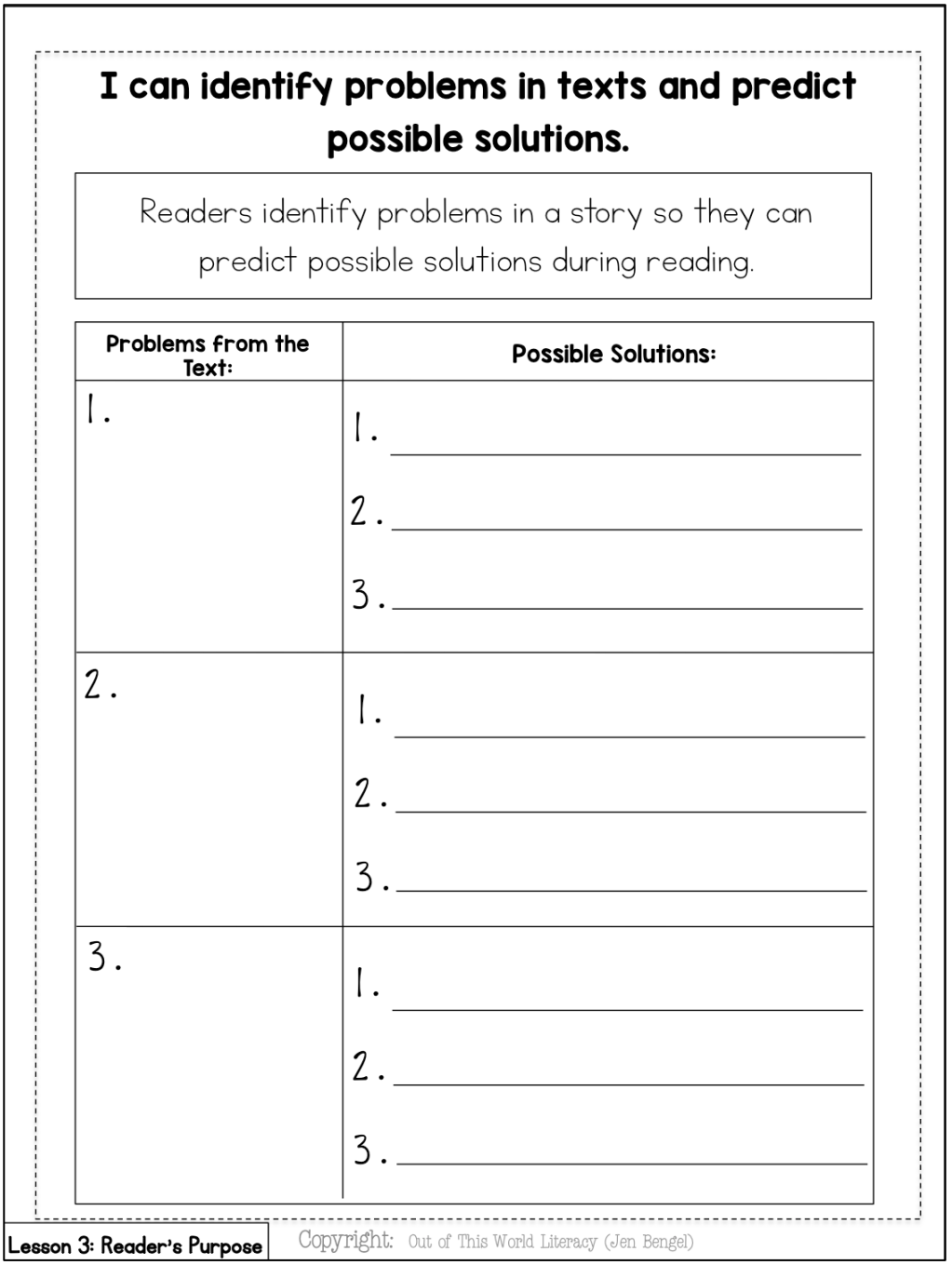
Lesson 3: Making Connections

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Student work pages to use with *any* book they are reading independently



I can identify problems in texts and predict possible solutions.

Readers identify problems in a story so they can predict possible solutions during reading.

Problems from the Text:	Possible Solutions:
1.	1. _____ 2. _____ 3. _____
2.	1. _____ 2. _____ 3. _____
3.	1. _____ 2. _____ 3. _____

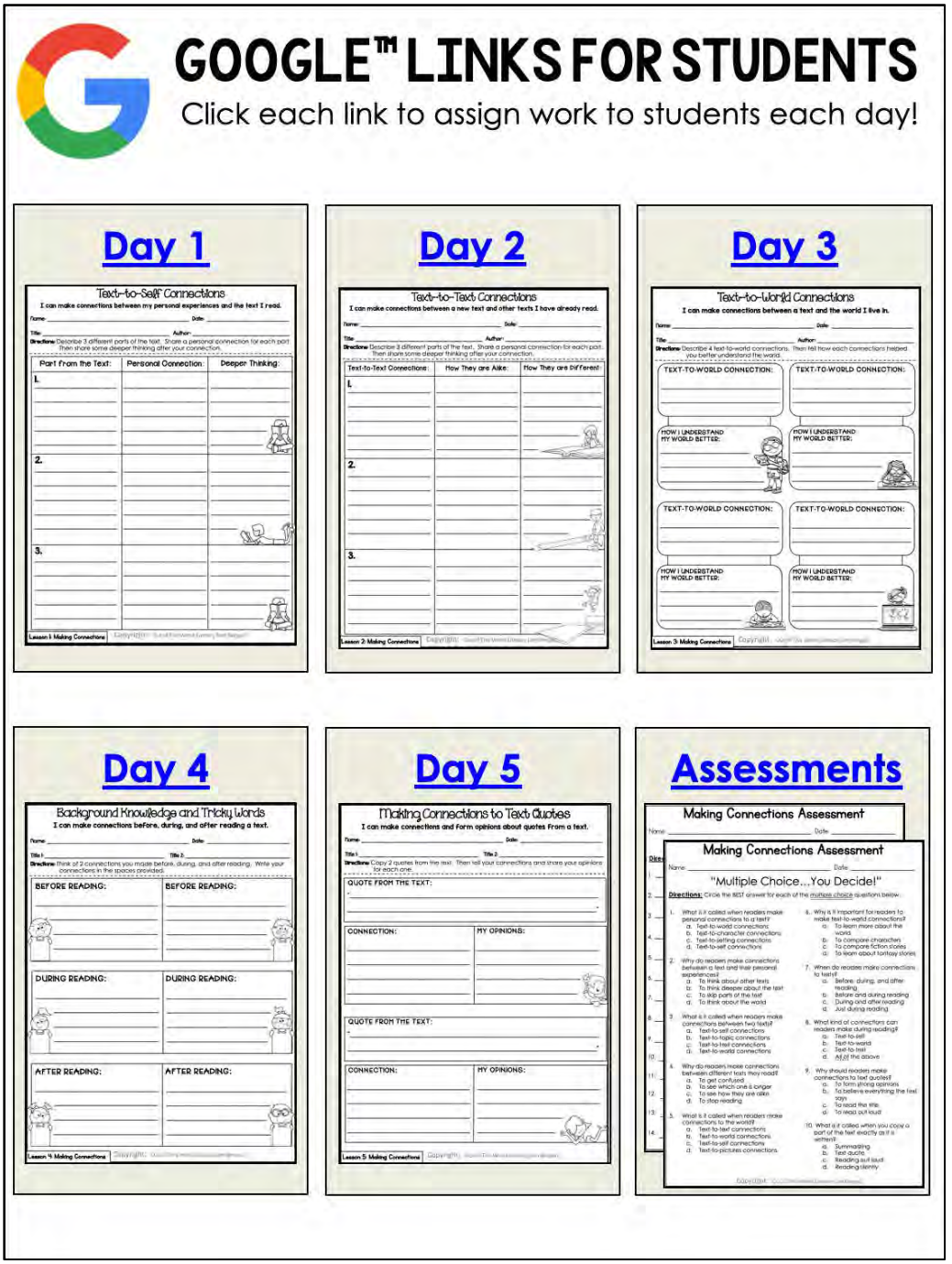
Lesson 3: Reader's Purpose

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Google digital links for all student pages, including assessments



Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

Small group reteaching table cards

1. What is a problem in the story? How do you know?
2. What can you predict as a solution to the problem?
3. What makes you think this is a good solution to the problem? Tell me more.
4. What might happen if readers never make predictions during reading?

Lesson 3: Reader's Purpose

This World Literacy (Jen Bengel)

I can identify problems in texts and predict possible solutions.



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See what teachers are saying!

★★★★★ Extremely satisfied

I always felt that the resources provided for me didn't provide enough scaffolding and practice for students to really get their minds wrapped around the focused target skill. I was able to match each of these units with our weekly lessons and teach each strand to a much deeper level.

The format provided allowed for whole group and small group practice which was ideal and now I don't need to create extra practice. I am so pleased with this purchase.

★★★★★ Extremely satisfied

Thank you!! I needed lessons like these to enrich the mandatory curriculum I am required to teach. These are perfect for mentor picture books and I like that I can use them in small groups or whole group.

★★★★★ 5.0

So amazingly helpful! I am so grateful for your webinars and the way you are so methodical in teaching step-by-step. I am a second year 5th grade teacher and I struggle knowing how to word breaking down different comprehension skills. This takes all the guesswork out of it and I'm left with solid, effective comprehension instruction that I can tailor to the needs and interests of my students. Thank you so much for what you do! I have learned so much from your teaching.

Mini Units for Mastery Mega Bundle

(36 weeks of detailed mini lessons, graphic organizers, student work, quizzes and more!)

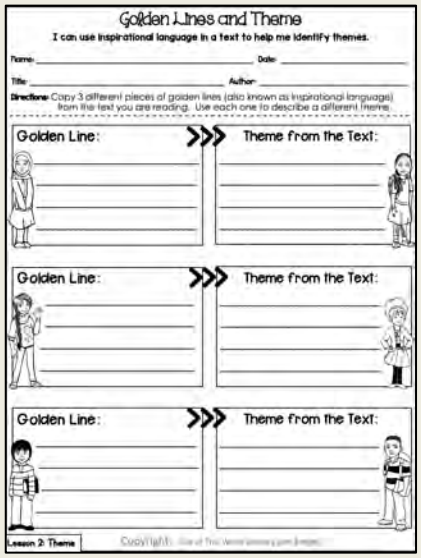
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

Day 1



Day 2



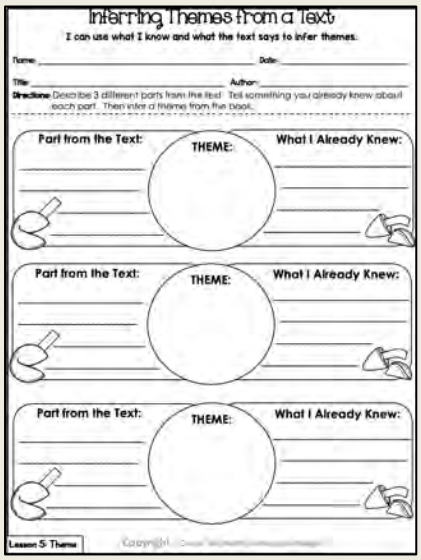
Day 3



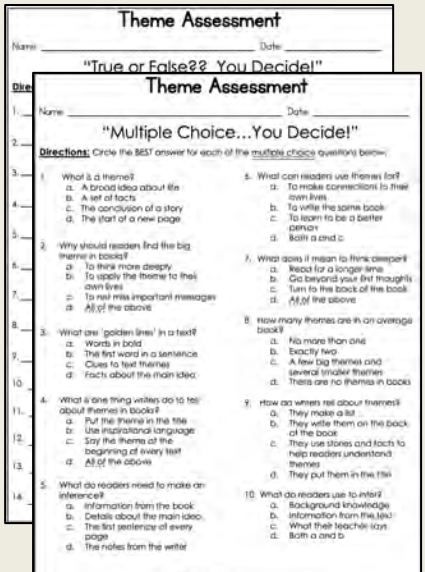
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, theme. The lessons are very specific and focus on 5 angles of asking questions about text that you will have the option to teach to your whole class, in a small group, or one-on-one in a reading conference to cover a specific skill if you notice a student struggling.

By teaching each mini lesson specifically, you can model to young readers how to think specifically about a text before, during, and after reading. You will also provide students with the opportunity to interact with the mentor texts during the lesson, sharing their thinking as they talk with partners and listen to others' ideas during the lesson.

Using this type of interactive mini lesson framework while intentionally teaching a specific comprehension skill has been researched as a best practice approach to helping young readers understand and practice the importance of reading comprehension as they read text.

Included in this Resource:

1. 5 mini lesson statements and detailed teaching instructions for teaching theme.
2. 5 sample mini lesson anchor charts (your anchor charts will look different based on the mentor texts you choose to use and the responses from your students, but you can use the same outline as provided).
3. 'I Can' statement cards for each lesson. These are great to post in the room, at a literacy station, glued into readers' notebooks, or posted at a small group table.
4. Blank anchor chart pages for students. These can be glued into reader's notebooks in a mini lesson section. Students can complete them during the lesson and have a record of learning kept safely in their notebooks to reference anytime!
5. 5 graphic organizers for independent activities that match each of the 5 mini lessons. These can be used with any text students are reading and can be used over and over again. They are great for assessment!
6. Short comprehension quizzes on theme to administer after the 5 lessons are completed. Answer keys are provided!
7. A certificate of mastery you can give students to build their confidence!
8. 14 different styles of brag tags for rewarding students for all their hard work and learning.

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The Mini Lessons: Theme

**please note that many of these lessons could be stretched out over several days. It is completely dependent on your professional opinion whether to extend them over more than one day (and of course the biggest enemy of us teachers...TIME!)

LESSON 1 *Define and identify theme*	Readers define what finding a theme in a text means so they can practice finding themes in books they read.
LESSON 2 *Finding Evidence of Theme*	Readers find evidence of inspirational language or 'golden lines' in a text so they can say more about themes they find in books.
LESSON 3 *Making Connections to themes*	Readers identify the overall theme of a text so they can make several connections to the book as they read.
LESSON 4 *Finding more than one theme*	Readers can do a little digging to identify more than one theme in a text so that they can think more deeply about the book.
LESSON 5 *Inferring the themes in a text*	Readers take what the author writes and what they already know about life to make inferences about themes in the book.

Sample

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Readers define what finding a theme in a text means so they can practice finding themes in books they read.

1. Write the mini lesson statement on anchor chart paper and read it aloud to the class.
2. Pass out the student note-taking page to be used during the whole group mini lesson. Students can glue this into their reader's notebook if appropriate.
3. Introduce the lesson by explaining what a theme is and why it's important to notice themes in books. Use this language to help:
   "Every book that you read has some things in common. Books are filled with information to be learned, connections to be made, and new ideas to consider. Books also include a theme, or a general message that the author wants readers to know about or think more deeply about. It's usually a broad idea about life. Like, be kind to others, or think about how your words will sound before you speak them out loud. It's important for readers to identify themes in books they are reading so that they don't miss these important messages the writer leaves for them. Let's try and find some themes in books we've already read."
4. Use a mentor text you have already read to the class and think aloud about the main idea and details. Open up the book to important pages and think aloud about what could be a big theme from the book. Write the title of the book and what you think is a theme on the class anchor chart. Think aloud about one strategy you used as a reader to help you find the theme. Add that on the right side of the class anchor chart.
5. Ask students to complete their note-taking page as you think together and write on the anchor chart.
6. Use a different text you have already read to the class as your second example. Invite students to share their thoughts about what the big theme might be and strategies they used to find the theme. Ask students to share and write responses on the chart.
7. Ask students to turn and talk with a partner about a third mentor text, finding the theme and discussing a strategy. After a few minutes call on students to share and write their answers on the anchor chart.
8. Tell students that they will be working on sharing the big theme in books they are reading independently, as well as the strategies they used to find it. Pass out the student page (graphic organizer). Go over directions. Ask them to bring their completed work to the share at the end of the reading workshop.

Sample Anchor Chart

*** Teacher ideas to start the lesson are in red. Students will add their ideas. Add them to the anchor chart during the lesson.

Readers define what finding a theme in a text means so they can practice finding themes in books they read.

Mentor Text:	One Big Theme	Strategies We Used to Find the Theme
1. *Write in mentor text titles you use here. This can be any book or books you*	1. *Write in a big theme from each mentor text*	1. *Identify evidence from the text and write it in this space*
2. *have already read to the class.*	2.	2.
3.	3.	3.

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Sample

I can define what theme means and identify the big themes in books I read.

Sample

1. How would you describe what a theme of a text is? Tell me more.
2. What is a big theme from the book you are reading? Tell me more.
3. What strategies did you use to find the theme in this book?
4. Why is it important for readers to find the big theme in a book they are reading?

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I can define what theme means and identify the big themes in books I read.

Sample

1. How would you describe what a theme of a text is? Tell me more.
2. What is a big theme from the book you are reading? Tell me more.
3. What strategies did you use to find the theme in this book?
4. Why is it important for readers to find the big theme in a book they are reading?

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I can define want theme means and identify the big themes in books I read.

Readers define what finding a theme in a text means so they can practice finding themes in books they read.

Mentor Text:	One Big Theme	Strategies We Used to Find the Theme:
1.		
2.		
3.		

Sample

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Defining and Identifying Theme

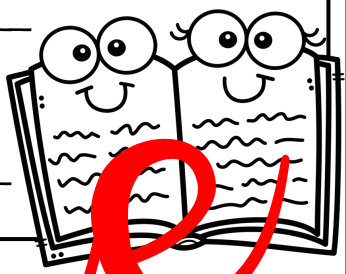
I can define want theme means and identify the big themes in books I read.

Name: _____ Date: _____

Title: _____ Author: _____

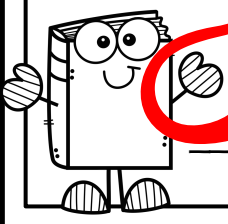
Directions: In your own words, describe what a theme is. Then write 2 themes from the book you are reading. Tell strategies you used to find each theme.

What is a theme?

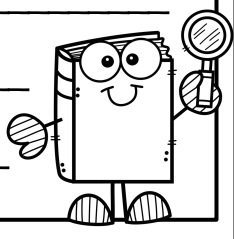


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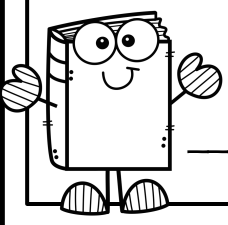
Big Theme from the Book:



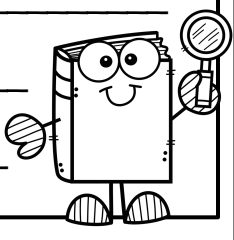
Strategies I Used to Find the Theme:



Big Theme from the Book:



Strategies I Used to Find the Theme:



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Theme Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

Directions: Write 'F' for false or 'T' for true next to each statement.

1. ____ A 'general message' is another name for theme.

2. ____ A theme is a set of facts you must follow.

3. ____ Writers leave important messages for readers and we call those themes.

4. ____ Authors are always stating the theme at the beginning of every text.

5. ____ Writers use inspirational language to help readers think about themes.

6. ____ Readers can learn a lot about their own lives when they study themes.

7. ____ Themes in books don't really have anything to do with readers.

8. ____ Readers can think about themes in books and use them to become better people.

9. ____ Big themes are only in chapter books.

10. ____ To think deeper means to go beyond your first thoughts.

11. ____ All books have 2 themes in them.

12. ____ Readers use what they already know and what the text says to infer themes.

13. ____ Writers do not just come out and make a list of themes in books.

14. ____ Readers do not need to use background knowledge to make an inference.

Sample

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Theme Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

Directions: Circle the BEST answer for each of the multiple choice questions below.

1. What is a theme?
   a. A broad idea about life
   b. A set of facts
   c. The conclusion of a story
   d. The start of a new page

2. Why should readers find the big theme in books?
   a. To think more deeply
   b. To apply the theme to their own lives
   c. To not miss important messages
   d. All of the above

3. What are 'golden lines' in a text?
   a. Words in bold
   b. The first word in a sentence
   c. Clues to find themes
   d. Facts about the main idea

4. What is one thing writers do to tell about themes in books?
   a. Put the theme in the title
   b. Use inspirational language
   c. Say the theme at the beginning of every text
   d. All of the above

5. What do readers need to make an inference?
   a. Information from the book
   b. Details about the main idea
   c. The first sentence of every page
   d. The notes from the writer

6. What can readers use themes for?
   a. To make connections to their own lives
   b. To write the same book
   c. To learn to be a better person
   d. Both a and c

7. What does it mean to think deeper?
   a. Read for a longer time
   b. Go beyond your first thoughts
   c. Turn to the back of the book
   d. All of the above

8. How many themes are in an average book?
   a. No more than one
   b. Exactly two
   c. A few big themes and several smaller themes
   d. There are no themes in books

9. How do writers tell about themes?
   a. They make a list
   b. They write them on the back of the book
   c. They use stories and facts to help readers understand themes
   d. They put them in the title

10. What do readers use to infer?
    a. Background knowledge
    b. Information from the text
    c. What their teacher says
    d. Both a and b

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Finding Themes

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample

I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



Sample

I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



I am a Theme master!



Sample