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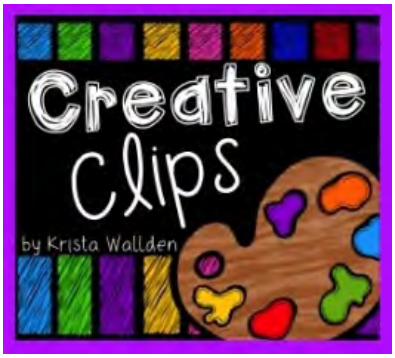
Jen Bengel

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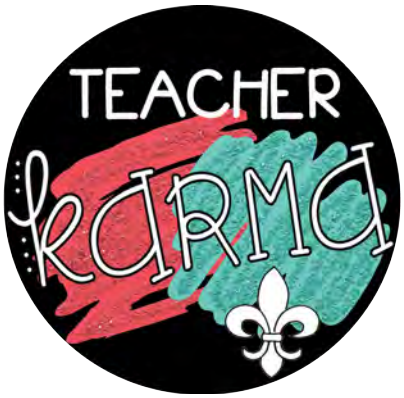
















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Mini Units for Mastery Mega Bundle

(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	

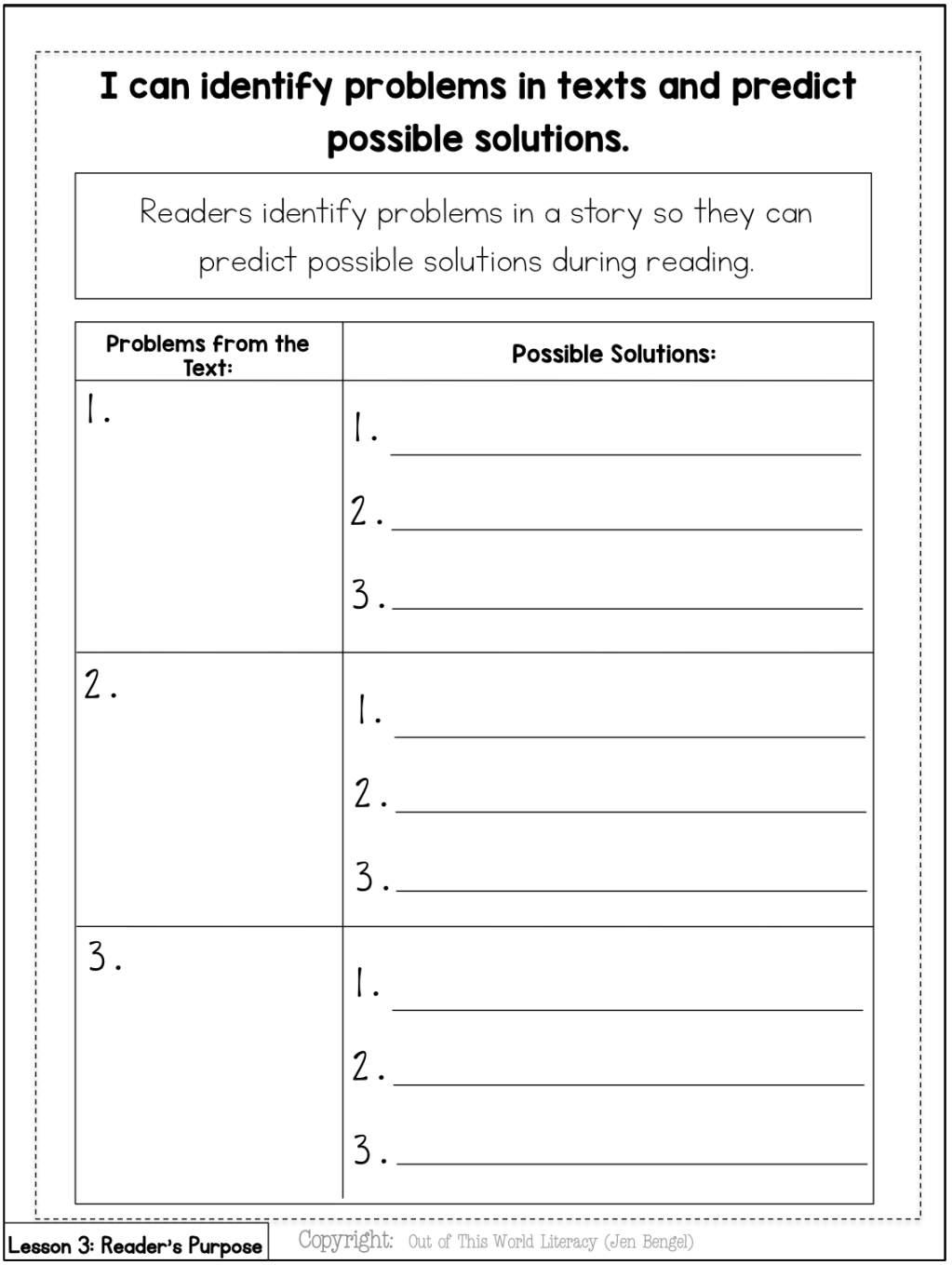
Lesson 3: Making Connections

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

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. _____

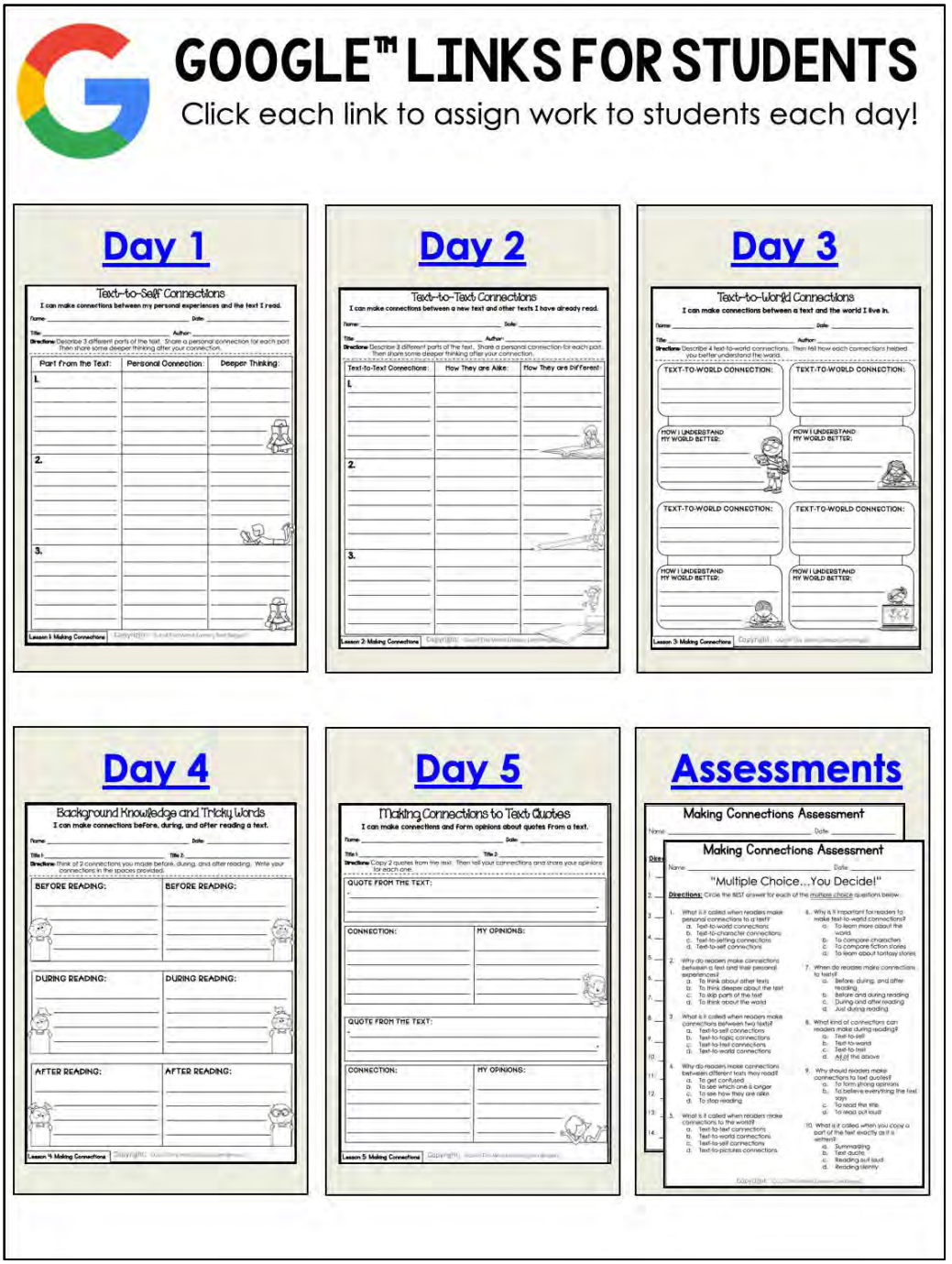
Lesson 3: Reader's Purpose

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

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.



Mini Units for Mastery Mega Bundle

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

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


Reflecting to Compare Books

I can reflect after reading to compare the text to other books I've already read.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify 3 parts from the book you are reading. For each part, share your reflection and then compare the text to other books you have read.

Part from the Text:	My Reflection:	Comparing to Other Books:
Part from the Text:	My Reflection:	Comparing to Other Books:
Part from the Text:	My Reflection:	Comparing to Other Books:

Lesson 1 Reflecting Copyright

Day 2


Reflecting to Form Opinions

I can reflect after reading to form opinions about several parts of the text.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Identify 3 parts from the book you are reading. For each part, share your opinions from the text. Use evidence from the text to support your opinions.

Part from the Text:	My Opinions:
Part from the Text:	My Opinions:
Part from the Text:	My Opinions:

Lesson 2 Reflecting Copyright

Day 3


Reflecting to Notice Reading Skills

I can reflect after reading to think about skills I used and skills I need to work on.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 3 reflections you have from the text. List the reading skills you used to reflect. Then list some skills you did not use that you may need to work on.

My Reflection:	Reading Skills I Used	Skills I Need to Work On
My Reflection:	Reading Skills I Used	Skills I Need to Work On
My Reflection:	Reading Skills I Used	Skills I Need to Work On

Lesson 3 Reflecting Copyright

Day 4


Reflecting to Learn Lessons

I can reflect after reading to think about lessons I learned to use in my own life.

Name: _____ Date: _____

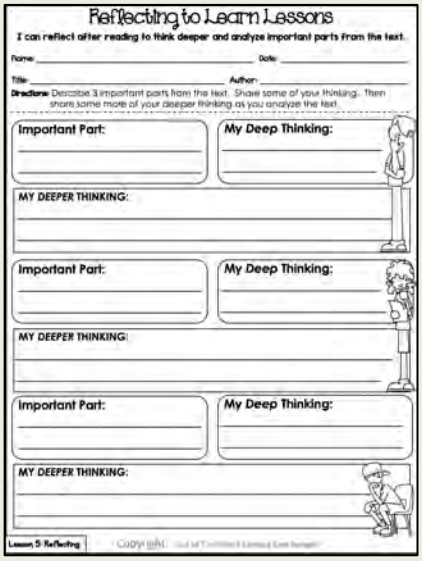
Title: _____ Author: _____

Directions: Describe 3 reflections you have from the text. Describe the lesson you learned from each reflection. Tell how you can use the lesson in your own life.

My Reflection:	Lessons From Reading:	Lessons in My Life:
My Reflection:	Lessons From Reading:	Lessons in My Life:
My Reflection:	Lessons From Reading:	Lessons in My Life:

Lesson 4 Reflecting Copyright

Day 5


Reflecting to Learn Lessons

I can reflect after reading to think deeper and analyze important parts from the text.

Name: _____ Date: _____

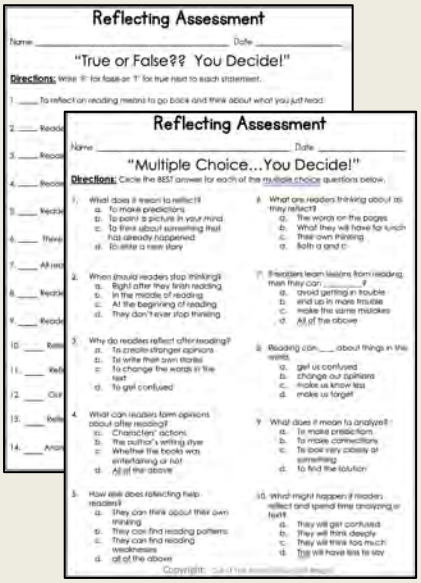
Title: _____ Author: _____

Directions: Describe 3 important parts from the text. Share some of your thinking. Then share some more of your deeper thinking as you analyze the text.

Important Part:	My Deep Thinking:
MY DEEPER THINKING:	
Important Part:	My Deep Thinking:
MY DEEPER THINKING:	
Important Part:	My Deep Thinking:
MY DEEPER THINKING:	

Lesson 5 Reflecting Copyright

Assessments


Reflecting Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ To reflect on reading means to go back and think about what you just read.
2. ____ Reade
3. ____ Reade
4. ____ Reade
5. ____ Predic
6. ____ Think
7. ____ All rea
8. ____ Predic
9. ____ Reade
10. ____ Retell
11. ____ Predi
12. ____ Clos
13. ____ Retell
14. ____ Answ

Reflecting Assessment

Name _____ Date _____

"Multiple Choice...You Decide!"

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

1. What does it mean to reflect?
   a. To make predictions
   b. To paint a picture in your mind
   c. To think about something that has already happened
   d. To write a new story
2. When should readers stop thinking?
   a. Right after they finish reading
   b. In the middle of reading
   c. At the beginning of reading
   d. They don't ever stop thinking
3. Why do readers reflect after reading?
   a. To create stranger opinions
   b. To write their own stories
   c. To change the words in the text
   d. To get confused
4. What can readers form opinions about after reading?
   a. Characters' actions
   b. The author's writing style
   c. Whether the books was entertaining or not
   d. All of the above
5. How else does reflecting help readers?
   a. They can think about their own thinking
   b. They can find reading patterns
   c. They can find reading weaknesses
   d. all of the above
6. What are readers thinking about as they reflect?
   a. The words on the pages
   b. What they will have for lunch
   c. their own thinking
   d. both a and c
7. Readers learn lessons from reading, then they can _____ it.
   a. avoid getting in trouble
   b. end up in more trouble
   c. make the same mistakes
   d. All of the above
8. Reading can ___ about things in the world.
   a. get us confused
   b. change our opinions
   c. make us know less
   d. make us forget
9. What does it mean to analyze?
   a. To make predictions
   b. To make connections
   c. To look very closely at something
   d. to find the solution
10. What might happen if readers reflect and spend time analyzing a text?
    a. They will get confused
    b. They will think deeply
    c. They will think has much
    d. They will have less to say

Copyright

Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, reflecting. 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 reflecting.
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 reflecting 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: Reflecting

**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 practice visualizing*	Readers reflect on texts they read so they can compare the text to other books they've read.
LESSON 2 *Understanding benefits of visualizing*	Readers reflect on texts they read so they can form opinions about many parts of the text they read.
LESSON 3 *Describing language and visualizing*	Readers reflect on texts they read so they can think about what reading skills they used and which skills they need to practice using more often.
LESSON 4 *Thinking Deeper about visualizing*	Readers reflect on texts they read so they can think about lessons they've learned from the text to use in their own lives
LESSON 5 *Forming opinions based on visualizing*	Readers reflect on texts they read so they can analyze and think deeper about the most important parts

SAMPLE

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Readers reflect on texts they read so they can think about what reading skills they used and which skills they need to practice using more often.

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 readers reflect after they read and think about their own thinking:
   "Readers are always reflecting after they read. They are not just thinking about the words on the pages they read. They are also thinking about what reading skills they used to help them comprehend the text. Did they make predictions? Did they make connections? Did they do some rereading? Did they infer, form opinions, and so on. Not only does reflecting after reading help readers better remember the text, it also helps them think about what kinds of reading skills they use the most often during reading. Readers can start to see their reading patterns, and then try to improve areas of weakness. Let's talk more about this as we work through some examples of reflecting texts we've read together."
4. Use a mentor text you have already read to the class and think aloud about a reflection you have. *** *You could have read the book yesterday or months ago. Either one is ok!* Think aloud about your reflection and write it on the class anchor chart. Then think aloud about what reading skills you used during your reflection and which you may have left off. Write those thoughts on the chart too.
5. Ask students to complete their note-taking page as you think together and write on the anchor chart.
6. Use the same text (or a different one) you have already read to the class for your 2nd example. Invite students to help you with a second reflection. Together, think aloud about what reading skills you used in your reflections. Then decide on a few skills you may need to work on more. Write their thinking on the chart as they copy the information onto their note-taking page.
7. Ask students to turn and talk with their partner about a 3rd example following the 3 steps. After a few minutes, call on students to share and write down ideas on the anchor chart.
8. Tell students that they will be working on reflecting and describing what reading skills they used and need to work on for books that are reading independently. 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

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 reflect on texts they read so they can think about what reading skills they used and which skills they need to practice using more often.

Our Reflections:	Skills We Used to Reflect:	Skills We Should Work On:
1. *Write reflections you have about the text here.*	*Describe comprehension skills you used to reflect and then identify skills you may need to work on. Complete the first example to model for the class.*	
2.		
3.		

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I can reflect after reading to think about skills I used and skills I need to work on.

SAMPLE

1. What is something you can say about this part of the text?

2. What reading skills did you use to help you reflect on the text?

3. How reading skills didn't you use that you make need to practice a bit more?

4. How can thinking about our own thinking help us as we reflect after reading?

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I can reflect after reading to think about lessons I learned to use in my own life.

SAMPLE

1. What is something you can say about this part of the text?
2. What lessons can you learn from this part of the text? Tell me more.
3. How can you use the lessons you learned from reading in your own life?
4. How can reading save you from making mistakes in your life?

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I can reflect after reading to think about skills I used and skills I need to work on.

Readers reflect on texts they read so they can think about what reading skills they used and which skills they need to practice using more often.

Our Reflections:	Skills We Used to Reflect:	Skills We Need to Work On:
1.		
2.		
3.		

SAMPLE

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Reflecting to Notice Reading Skills

I can reflect after reading to think about skills I used and skills I need to work on.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Describe 3 reflections you have from the text. List the reading skills you used to reflect. Then list some skills you did not use that you may need to work on.

My Reflection:



Reading Skills I Used

Skills I Need to Work On

My Reflection:



Reading Skills I Used

Skills I Need to Work On

SAMPLE

My Reflection:



Reading Skills I Used

Skills I Need to Work On

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Reflecting Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ To reflect on reading means to go back and think about what you just read.

2. ____ Readers do not need to think anymore after they finish reading all the words.

3. ____ Readers always think about texts, even after they are finished reading.

4. ____ Readers can only form opinions about nonfiction books.

5. ____ Readers form opinions to help them think deeper about a text and reflect.

6. ____ There is no one right opini or on rong inio

7. ____ readers h e t ave t s p on a r reading

8. ____ s should support their opinions with evidence from the text.

9. ____ Readers think about reading skills they used as they reflect after reading.

10. ____ Reflecting after reading does not have anything to do with understanding a text.

11. ____ Reflecting helps us think deeper about topics we never really thought about.

12. ____ Our opinions of the world do not ever change because of reading.

13. ____ Reflecting after reading allows readers to think deeply about a text.

14. ____ Analyzing a text can make reading confusing and doesn't need to be done.

SAMPLE

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Reflecting Assessment

Name: _____ Date: _____

"Multiple Choice…You Decide!"

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

1. What does it mean to reflect?
   a. To make predictions
   b. To paint a picture in your mind
   c. To think about something that has already happened
   d. To write a new story

2. When should readers stop thinking?
   a. Right after they finish reading
   b. In the middle of reading
   c. At the beginning of reading
   d. They don't ever stop thinking

3. Why do readers reflect after reading?
   a. To create stronger opinions
   b. To write their own stories
   c. To change the words in the text
   d. To get confused

4. What can readers form opinions about after reading?
   a. Characters' actions
   b. The author's writing style
   c. Whether the books was entertaining or not
   d. All of the above

5. How else does reflecting help readers?
   a. They can think about their own thinking
   b. They can find reading patterns
   c. They can find reading weaknesses
   d. all of the above

6. What are readers thinking about as they reflect?
   a. The words on the pages
   b. What they will have for lunch
   c. Their own thinking
   d. Both a and c

7. If readers learn lessons from reading, then they can _____?
   a. avoid getting in trouble
   b. end up in more trouble
   c. make the same mistakes
   d. All of the above

8. Reading can _____ about things in the world.
   a. get us confused
   b. change our opinions
   c. make us know less
   d. make us forget

9. What does it mean to analyze?
   a. To make predictions
   b. To make connections
   c. To look very closely at something
   d. To find the solution

10. What might happen if readers reflect and spend time analyzing a text?
    a. They will get confused
    b. They will think deeply
    c. They will think too much
    d. The will have less to say

SAMPLE

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Certificate of Mastery

SAMPLE

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Learning to Reflect

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

I am a
Reflecting
master!



I am a
Reflecting
master!



I am a
Reflecting
master!



SAMPLE

I am a
Reflecting
master!



I am a
Reflecting
master!



I am a
Reflecting
master!



SAMPLE

I am a
Reflecting
master!



I am a
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master!



I am a
Reflecting
master!

