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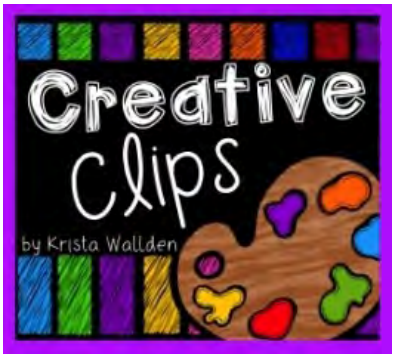
Jen Bengel

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







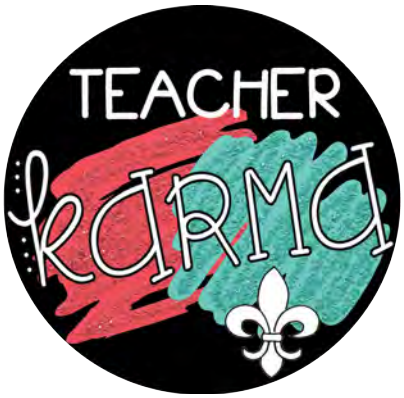
















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See more detailed Comprehension Mini Lessons clicking the link now



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	

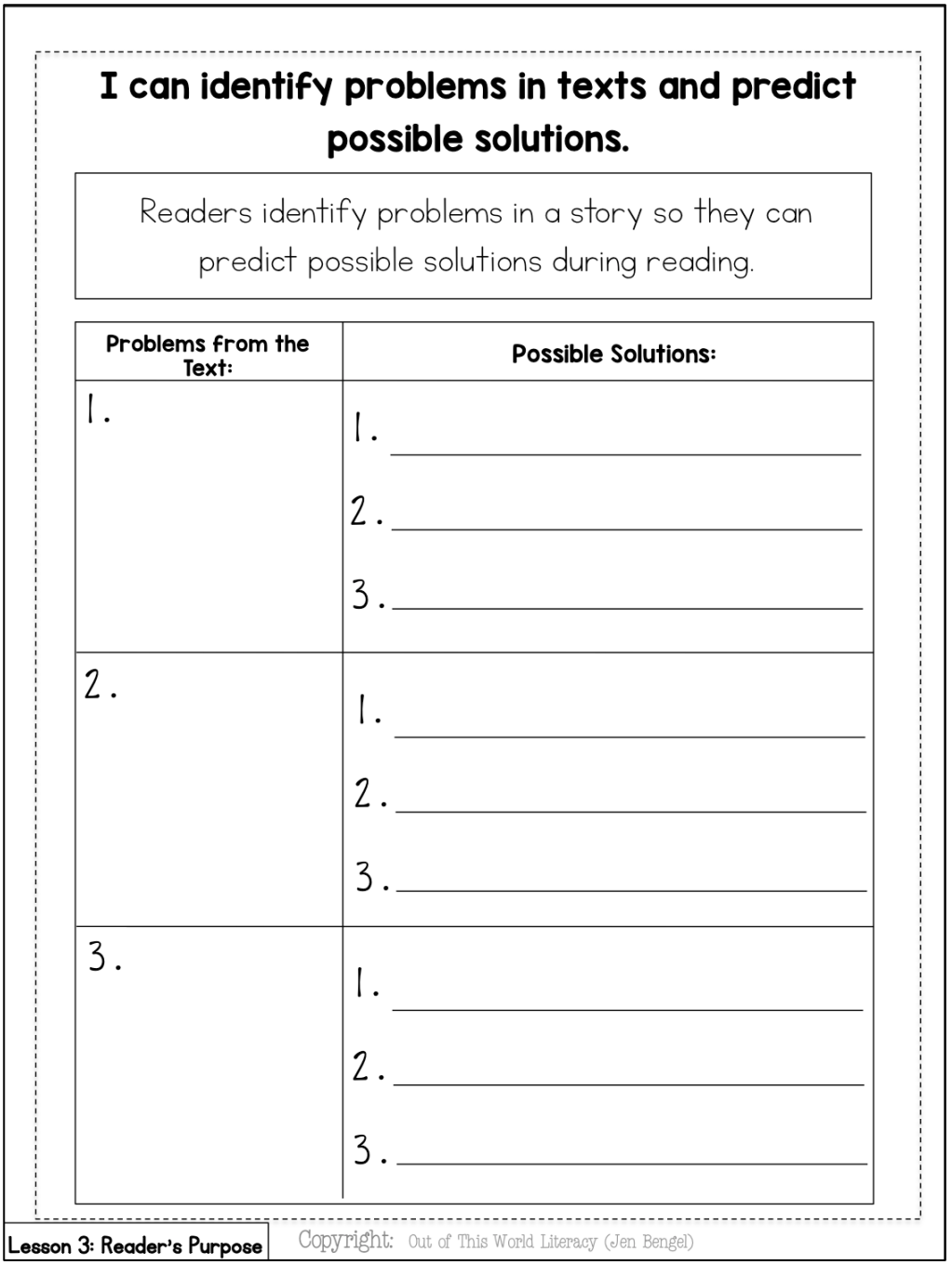
Lesson 3: Making Connections

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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. _____

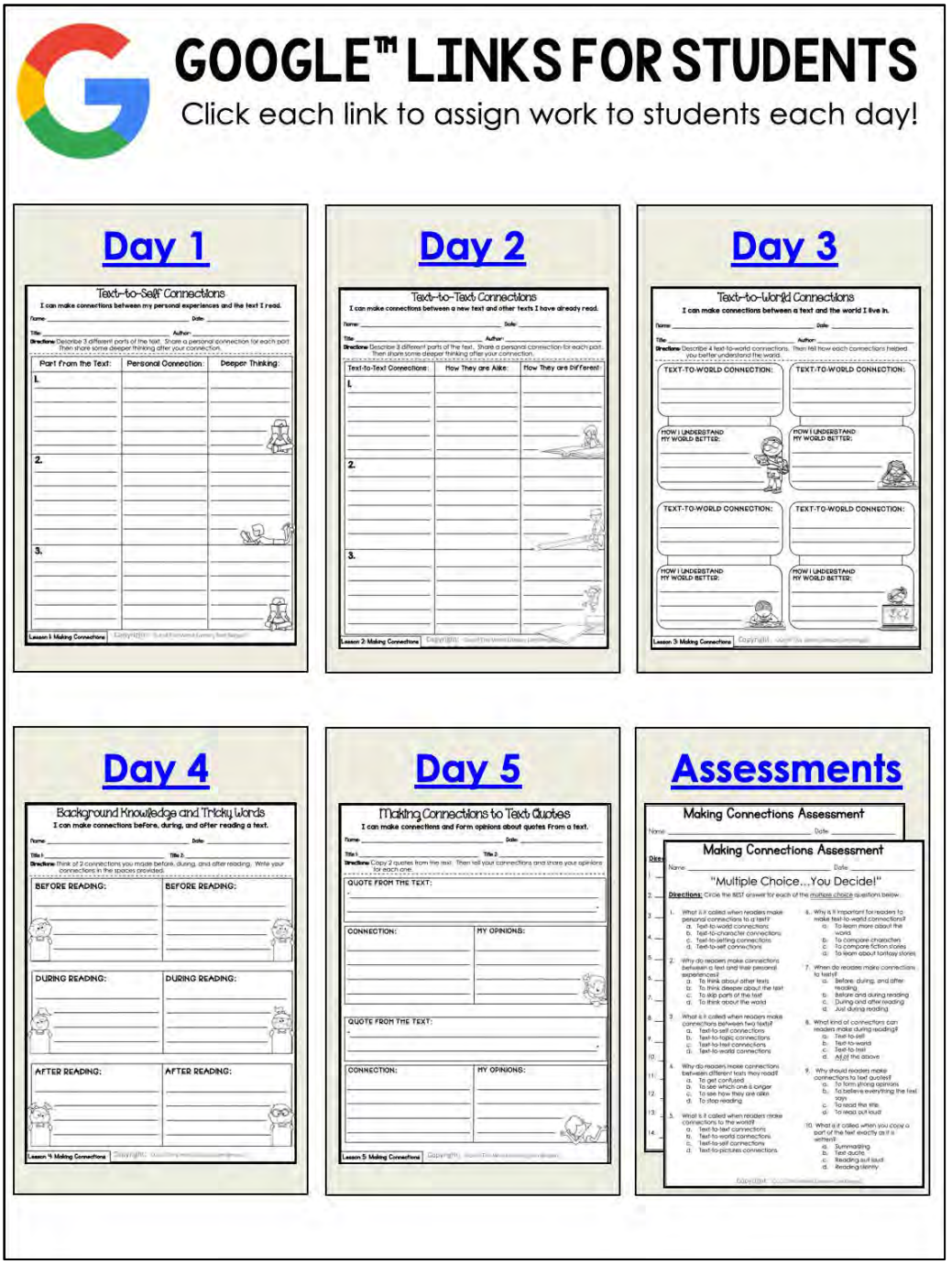
Lesson 3: Reader's Purpose

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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.



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.

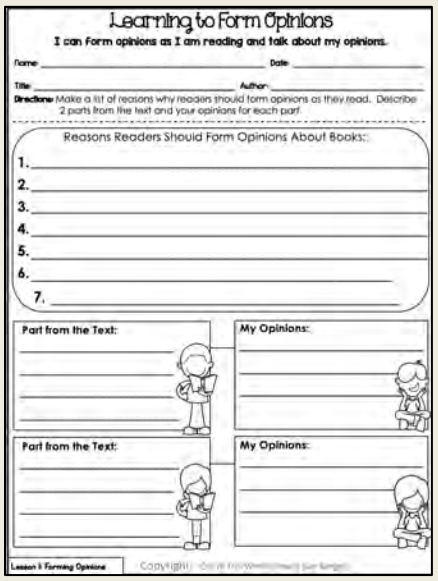
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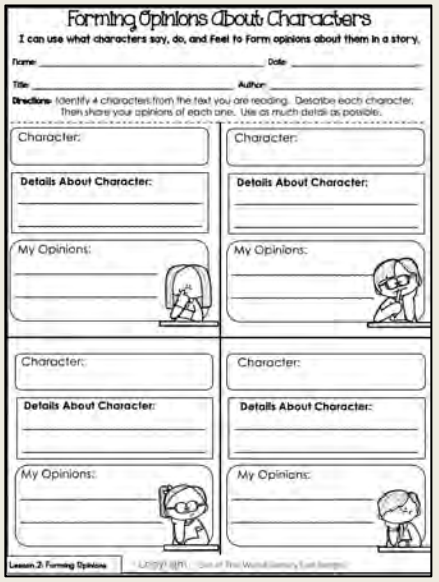
GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

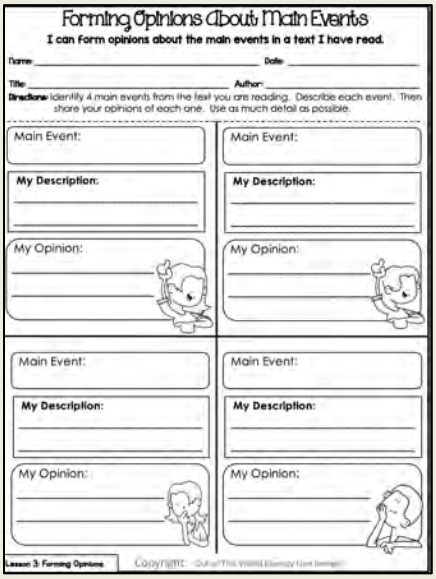
Day 1



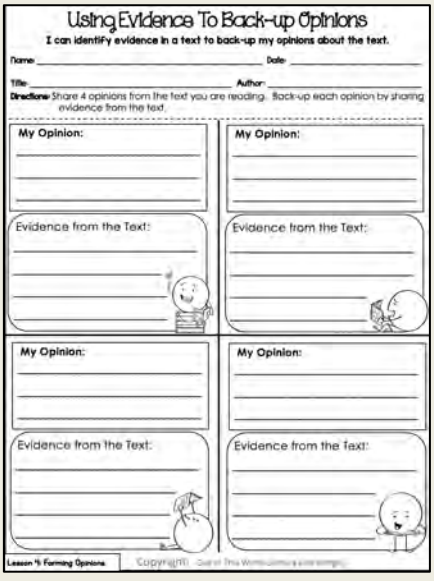
Day 2



Day 3



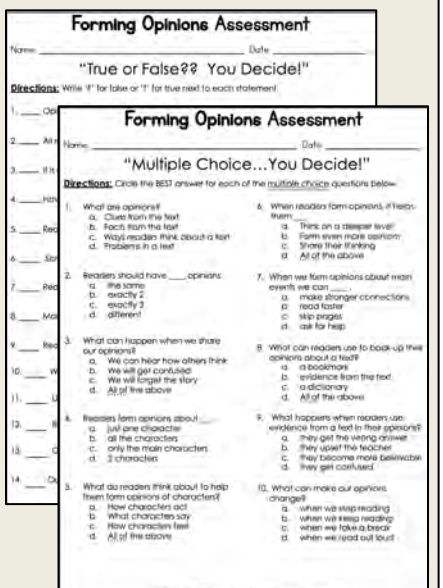
Day 4



Day 5



Assessments



Rationale:

This resource is designed for you to plan, teach, and assess the specific comprehension skill, forming opinions. The lessons are very specific and focus on 5 angles of forming opinions 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 opinions.
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 forming opinions 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: Forming Opinions

**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 *Learning to Form Opinions*	Readers learn to form opinions throughout reading so that they can make their own statements about parts of the text.
LESSON 2 *Opinions of Characters*	Readers form opinions about characters so they can describe how they feel about each character in a story.
LESSON 3 *Opinions of Main Events*	Readers form opinions about the main events in a text so they can judge and describe each event.
LESSON 4 *Supporting Opinions with Evidence*	Readers use evidence in a text to support their opinions so they can back up what they have to say.
LESSON 5 *Changing Opinions*	Readers identify how their opinions change over time as they read so that they can reflect on why their opinions changed.

Sample

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Readers learn to form opinions throughout reading so that they can make their own statements about parts of the text.

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 defining and explaining reasons to form opinions about books. Use this language to help: "Today we are going to talk about forming opinions as we read. Most of you probably form lots of opinions already as you read, but you likely don't think too much about your opinions. Today, we are going to talk about what it actually means to form opinions as we read. We'll make a list of reasons why we should be forming opinions as readers, and then we'll practice forming opinions from a book we've already read. It's important to remember that opinions are not facts. Opinions are ways that readers think based on what they read and what they already know. Readers will have different opinions about a book and that's ok! Having different opinions is what makes reading fun and interesting because we get to hear how others think when we share our opinions. Let's get started today."
4. Begin by defining what it means to form an opinion. Ask the class to help you and create a class definition to write on your anchor chart. Have students copy it onto their note-taking page.
5. Make a list of reasons why readers should be forming opinions as they read. How does forming opinions help readers? Invite students to help with your list and have them copy onto their note-taking page.
6. Use a mentor text you have already read to the class and think aloud about a part from the text. Describe that part on the class chart. Then think aloud about what your opinions are from that part of the text. Write them on the chart.
5. Ask students to complete their note-taking page as you think aloud and write on the anchor chart.
6. Use the same mentor text (or a different one) and ask the class to help you describe 2nd part from the text. As a class, make a list of opinion and write them on the chart and students copy into their note-taking page.
6. Tell students that they will be working on identifying parts from books they are reading independently. Explain how they will be asked to share their opinions for each part. 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.
6. At the end of the workshop, bring the class together to share what they learned about forming opinions. Have them turn and talk with a partner about what they wrote on their students pages. Call on a few to share with the class.

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 learn to form opinions throughout reading so that they can make their own statements about parts of the text.

What does it mean to form opinions?:	Reasons we should form opinions:
Define what forming opinions means here. Have the class help you with the definition.	*List reasons for forming opinions about books. Have the class help you with the list.*

Part from the Book:	Our Opinions:
1.	
2.	

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I can form opinions as I am reading and talk about my opinions.

Sample

1. What does it mean to form opinions?
2. How does forming opinions help you as a reader? Tell me more.
3. What are some opinions you have from the book?
4. Why do you feel this way about the book? Tell me more.

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I can form opinions as I am reading and talk about my opinions.

Sample

1. What does it mean to form opinions?
2. How does forming opinions help you as a reader? Tell me more.
3. What are some opinions you have from the book?
4. Why do you feel this way about the book? Tell me more.

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I can form opinions as I am reading and talk about my opinions.

Readers learn to form opinions throughout reading so that they can make their own statements about parts of the text.

What Does it Mean to Form Opinions?	Reasons We Should Form Opinions:

Sample

rt from the Text:	Our Opinions:
1.	
2.	

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Learning to Form Opinions

I can form opinions as I am reading and talk about my opinions.

Name: _____ Date: _____

Title: _____ Author: _____

Directions: Make a list of reasons why readers should form opinions as they read. Describe 2 parts from the text and your opinions for each part.

Reasons Readers Should Form Opinions About Books:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Sample

Part from the Text:



My Opinions:



Part from the Text:



My Opinions:



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Forming Opinions Assessment

Name: _____ Date: _____

"True or False?? You Decide!"

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

1. ____ Opinions are the same thing as facts.

2. ____ All readers should have the same opinions about a book.

3. ____ It is ok for readers to have different opinions about the same book.

4. ____ Having different opinions makes reading fun and interesting.

5. ____ Readers only form opinions about the main character in a book.

6. ____ Sometimes readers wonder if they might be friends with the characters in real life.

7. ____ Readers think on a deeper level when they talk about their opinions.

8. ____ Main events are the small things that happen in a book.

9. ____ Readers can think about how they might act in a certain event to form opinions.

10. ____ When it comes to forming opinions, there is only one right answer.

11. ____ Using evidence from a text to explain our opinions is very helpful.

12. ____ Readers who use evidence from a text to form opinions are not as believable.

13. ____ Our opinions about books should never change.

14. ____ Our opinions about books can change as we read and learn more.

Sample

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Forming Opinions Assessment

Name: _____ Date: _____

"Multiple Choice...You Decide!"

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

1. What are opinions?
   a. Clues from the text
   b. Facts from the text
   c. Ways readers think about a text
   d. Problems in a text

2. Readers should have ____ opinions.
   a. the same
   b. exactly 2
   c. exactly 3
   d. different

3. What can happen when we share our opinions?
   a. We can hear how others think
   b. We will get confused
   c. We will forget the story
   d. All of the above

4. Readers form opinions about ___ .
   a. just one character
   b. all the characters
   c. only the main characters
   d. 2 characters

5. What do readers think about to help them form opinions of characters?
   a. How characters act
   b. What characters say
   c. How characters feel
   d. All of the above

6. When readers form opinions, it helps them ___ .
   a. Think on a deeper level
   b. Form even more opinions
   c. Share their thinking
   d. All of the above

7. When we form opinions about main events we can ___ .
   a. make stronger connections
   b. read faster
   c. skip pages
   d. ask for help

8. What can readers use to back-up their opinions about a text?
   a. a bookmark
   b. evidence from the text
   c. a dictionary
   d. All of the above

9. What happens when readers use evidence from a text in their opinions?
   a. they get the wrong answer
   b. they upset the teacher
   c. they become more believable
   d. they get confused

10. What can make our opinions change?
    a. when we stop reading
    b. when we keep reading
    c. when we take a break
    d. when we read out loud

Sample

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Certificate of Mastery

This Certificate is Presented To:

_____

In Recognition of Your Mastery of:

Mastering the art of Learning to Form Opinions

_____

Presented this _____ day of _____ in the year _____

_____

Teacher Signature

Sample

I am a
Forming Opinions
master!



I am a
Forming Opinions
master!



I am a
Forming Opinions
master!



I am a
Forming Opinions
master!



I am a
Forming Opinions
master!



I am a
Forming Opinions
master!



I am a
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