**Subject/Topic:** Reading Comprehension

**Rationale:** Detecting feelings when analyzing text

**Standards:**R1.1.3 Reading: Informational Text. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Objectives:** Students will be able to better analyze details in text, and analyze feelings, so they can better understand their own independent reading.

**Materials:** Read Aloud “Sheila Rae’s Peppermint Stick” by Kevin Henkes

**Procedures (include teacher talk)**

**Engagement/Anticipatory Set:**

      **Laura:**“Does anyone know what this is?” (point to peppermint stick)

      Call on one student to answer

      Ask students how candy makes them feel, have them turn and talk to a partner.

      Say, “I heard a lot of you say that candy makes you feel happy.”

      **Nicole:** Introduce Sheila Rae, and Louise, and read title and author to the book, tell students that there are a lot of feelings in this book, and to pay attention to each character. Say, “When reading this book, pay extra attention to how each character might be feeling, so you can do this on your own in your own reading.”

           **Mentor – teach and model**

      **Laura**Read pages 1 and 2.

      **Nicole**Stop on each page, and talk about how each character is feeling “Sheila Rae looks happy because she is smiling! It even looks like she might be dancing, or jumping!”  (Refer to post it on each page.)

      **Laura**Read page 3

      **Laura**Talk about what both characters on the page might be feeling based on details in photos. “Sheila ray looks like she is taking ownership of the peppermint stick. Look at the way she is holding behind her like she already knows that she isn’t going to share.”

      **Nicole**“Louise looks sad. We can tell by her frown, and by the way she is holding her teddy bear close.”

      **Nicole**Remind students to look for feelings.

      **Laura**Read page 4, have students turn and talk about what they think each character might be feeling, and why.

      **Laura**“ I heard a lot of great answers! I heard some of you say that Louise looks hopeful.”

      **Laura**Read page 5

      **Nicole**Read page 6, mention “ Sheila Rae looks like she might be teasing Louise, how do you think that Louise feels by looking at her in this picture?” Call on a student to answer, ask students if everyone agrees.

      **Nicole**Read page 7, point out the broken stick, the stool, and Sheila Rae’s face, and emotion.

      **Nicole**Read page 8, ask students how they think Louise feels now.

      **Nicole**Read final page, and say, “ Sheila Ray now has a piece of peppermint stick, and Louise now has a piece of peppermint stick! How do you think they both feel?” Allow everyone to answer “happy” as a group.

      **Nicole:**“Does everybody see why picking out detail, like emotions, help us understand our stories? Do you think that looking for these details in our own stories will help us understand our own books a little better?”

**Guided Practice:**

      Turn and talk throughout the story

      **Nicole:** “ Can someone tell me when someone in the story had a strong feeling? For example, Louise had a strong feeling when Sheila Rae told her she wasn’t going to share. She felt sad, and disappointed.”

      Call on one student.

**Independent Application:**

      **Nicole:** “Now, everyone is going to go back to their seats, and draw a picture of a time that either Sheila Rae, or Louise had a strong feeling in the story.”

      Send students back to their desk.

      Go around, and ask a few students what they are writing about, making sure everyone understands.

**Closure**

      **Laura:** Say, “ I see so many great pictures of when characters in the story had a strong feeling. Make sure when you are doing your own independent reading to pay attention to small details, like the feelings of your characters.”

**Assessment:**

      When going around, listen closely to see if everyone is on task, and showing good understanding of the topic.

      When they read later on in the day, we can see if they are paying attention to small details, and emotions in their own books.

 **Differentiation:**

      When going around during the drawing exercise, see if it is evident that there is a lack of understanding. If so, take a few minutes to re-explain what to do .

      Pull a small group to give more guidance afterwards, if necessary.