

Dear Teachers,

I'm so excited to introduce five new reading units that are all aligned to the Common Core Standards. Don't worry! Even if you're using a different set of standards, these units will be just right for almost any third grade classroom.

These units originated from the need to update my current curriculum to meet the changing needs of my students and rigor of our standards. With the greater emphasis on nonfiction reading, I no longer have a "Fiction Unit" and "Nonfiction Unit". Instead, I have integrated fiction and nonfiction reading into all of my reading units. These five units are all written as six-week units. The standards are broken into five, rather than six units, because most of our students will be taking a high-stakes test in the spring.

There is an almost endless number of ways to manage reading workshop, and I certainly don't feel that there is one right or wrong method, so I've designed the units to be flexible so that you can adapt them to fit into your system of teaching reading. The units are written in a workshop model format, so it is important that there is some form of opening, independent reading time, and closing within each lesson. There are ideas for your small group reading instruction, but those lessons will have to be planned according to your students' needs. You may need to focus on sight words, decoding strategies, fluency, etc.

Since this is the first unit of the year, the first several days are procedural lessons that are essential for success for the remainder of the school year. Those lessons will establish routines and allow students to understand your expectations for all parts of reading workshop.

It is my sincere hope that you enjoy these reading units and find them valuable in your reading instruction!

*Ashleigh*

# Parts of Reading Workshop

## Mini-Lesson (10–15 minutes)

These are short, explicit lessons that focus on one teaching point. These lessons might include procedural mini-lessons, read alouds with a mentor text, interactive reading, or development of anchor charts.

## Status of the class (2 mins)

This is a quick check-in with each student on a daily basis that allows you to see what each student is reading and what page they're currently on at the beginning of reading workshop.

## Independent Reading (30–40 mins)

Undoubtedly, this portion of reading workshop will vary greatly from classroom to classroom. Some classes will have 100% independent reading during this time, while other classrooms may incorporate centers into this reading time. Regardless of how it's implemented, students should choose "just right" books to read independently. During this portion of reading workshop, the teacher should meet individually with students to assess their progress, provide instruction, and assist in setting reading goals. Small groups of students may also meet with the teacher for additional instruction.

## Closing (10 mins)

During this time, students will meet back together to review the mini-lesson and to discuss what they read during their independent reading. This is a time for students to discuss their thinking and strategies they used during independent reading.

# Fluency

Reading fluency is the power to read quickly, accurately, and with expression. Fluent readers excel at oral reading, which is highlighted by smooth and natural expression. Reading fluency is important because it provides a bridge between word recognition and reading comprehension. Since fluent readers don't have to concentrate on decoding the actual words, they can focus their attention on what the text actually means.

Research has shown that repeated reading is one of the best ways to improve students' reading fluency, so I have included one fluency passage for each week of instruction. These fluency passages should be sent home on Monday, and students should read the passage orally to an adult each night of the school week. I do not send a fluency passage home with each of my students. Instead, I only send home a fluency passage with students who are reading below our third grade benchmark. On Monday morning, I give each of those students a cold read on that passage and have them graph their WPM. Then, I reassess each of the students with the same passage on Friday and allow them to graph their new WPM. They are always so proud of their growth!

I have included a combination of fiction and nonfiction reading passages in this unit. Personally, I like to integrate my fluency passages with what we're studying in social studies and science, so I use my nonfiction reading passages.

# Vocabulary

The biggest improvement to vocabulary comes from reading, so we need to make sure our students are consistently reading and being read to. However, students rarely learn a word the first (or even second, third, fourth, etc.) time they encounter the word. Vocabulary instruction should include *planned teaching* of selected Tier 2 words. New words are best learned when presented meaningfully, and students need to use the new words in meaningful contexts and think about the words in meaningful ways. Therefore, having students look up words in a dictionary and memorize definitions are not enough for quality vocabulary instruction.

In order to develop more robust vocabulary instruction, I've created a packet of interactive notebook activities to coincide with my reading units. Each week my vocabulary instruction follows the same format to provide consistency and easy to follow routines. I've tied my vocabulary program into my Reading Workshop units, but this can be used with any reading curriculum. All of the words I selected are Tier 2 words from the books I use as mentor texts in my reading units, and this follows the same week by week order of my reading units.

I use a spiral-bound notebook for students' vocabulary journals. The first few pages of the notebooks are used for a general word bank. I have students glue-in pages to the journals which helps them organize new and interesting words that they find as they read throughout the year. I encourage students to refer to their word bank during writing workshop.

The next few pages include a word bank for prefixes and suffixes. Once again I have students glue-in these pages in their journals, and this is where students can add new words with various prefixes or suffixes. The first week of school, I do not introduce new vocabulary words. Instead, I use this time to set up our journals and to teach our procedures for the journals.

The remainder of the pages include weekly lessons. The first page of the weekly lesson is a poster with the cover of the book used as the mentor text and a large print list of the vocabulary words. These posters may be displayed in the room for students to reference. The following page is a set of cards that can be used for a word wall and/or vocabulary games that allow students to review previously learned vocabulary words. There are two components of each set of vocabulary words that should be added to students' journals: Vocabulary Handout and Lift the Flap Entry. The vocabulary handout should be glued to the left side of the journal and the Lift the Flap Entry should be glued to the corresponding page to the right. You will use the same form for every Lift the Flap Entry. The Vocabulary Handout will change each week.

# Weekly Routine

Monday	Introduce New Words
Tuesday	Examples & Non Examples
Wednesday	Visual Representation
Thursday	Apply in Writing
Friday	Assessment and/or Review

Monday-Give students the Vocabulary Handout, and as a class we come up with brief definitions for each word. Students write the definitions on the Vocabulary Handout. Students should not attempt to write sentences at this time-that will come later. Students should glue the handout to the left page of their vocabulary journal. I also clip the Mentor Text Poster to the board, so that we can easily refer to the words throughout the week. Please note that the mentor text is used for vocabulary AND reading comprehension strategies. I teach both lessons before I read the mentor text to my students. As I read, students will focus on the strategies from my mini lesson and listen for the use of the vocabulary words.

Tuesday-Hand out the Examples and Non Examples lift the flap form. Students should cut around the dotted lines only. Students will then fold the pages in to create a flipbook and glue the flipbook on the right page of their vocabulary journal. Students should be careful to spell the vocabulary words correctly on the outside of the flaps and be sure to leave plenty of room for Wednesday's drawing. As a class, we work together to brainstorm examples and non examples of each vocabulary word and list those words inside the flaps. To increase engagement, you may complete this as a think/pair/share format.

Wednesday-Students draw a picture representation of each word, which accesses different parts of the brain. I like to set my timer for this activity, because some students will want to spend 10 minutes on one picture. Instead, I have students draw two minutes for each word. They should draw their representations on the outside flap of the Examples and Non Examples lift the flap form. It is important that the picture accurately represents the meaning of each word.

Thursday-Students should refer back to the Vocabulary Handout and write each word in a high quality sentence. This is a great time to integrate writing strategies, because we don't want students write simple and basic sentences that do not show true understanding. Instead, students should try to write high quality sentences. As an extension, students can look through their writing folders to find opportunities to replace tier one words with tier two words.

Friday-Students take a brief vocabulary quiz over the six terms. Students may also place review games on Friday. I have included a few example games. Another options my students LOVE is Quizlet live. This is a fast paced and low prep game played on computers.

# VOCABULARY JOURNAL



# WORD BANK-TRIM AND GLUE IN VOCABULARY JOURNALS

A

B

C

D

E

F

# Unit 1 Word List

<p>Week 2</p> <p>Twilight Comes Twice</p>	<ul style="list-style-type: none"> <li>• Ordinary-plain, not special or unusual</li> <li>• Disturb-to bother or move</li> <li>• Rouse-to wake up</li> <li>• Racket-a loud noise</li> <li>• Jabbering-continuous talking or noise</li> <li>• Luster-the amount of shine in an object</li> </ul>
<p>Week 3</p> <p>Roxaboxen</p>	<ul style="list-style-type: none"> <li>• Ford-to cross a river</li> <li>• Pottery-pots, dishes, and other items made of baked clay</li> <li>• Gallop-to run, often referring to a horse</li> <li>• Bandits-a robber or outlaw</li> <li>• Fierce-very aggressive and powerful</li> <li>• Blossomed-to mature or to produce flowers</li> </ul>
<p>Week 4</p> <p>Two Bad Ants</p>	<ul style="list-style-type: none"> <li>• Deemed-to think of in a specific way</li> <li>• Puzzling-causing one to be confused</li> <li>• Departed-to move on or go away</li> <li>• Peak-the highest point, or maximum</li> <li>• Journey-act of traveling to another place</li> <li>• Unaware-having no knowledge of something</li> </ul>
<p>Week 5</p> <p>The Lotus Seed</p>	<ul style="list-style-type: none"> <li>• Towering-very tall</li> <li>• Unfurling-to open</li> <li>• Bloom-to blossom</li> <li>• Dormant-not active or growing</li> <li>• Emperor-one who rules an empire or country</li> <li>• Clamored-to be noisy</li> </ul>
<p>Week 6</p> <p>The Crow Boy</p>	<ul style="list-style-type: none"> <li>• Imitate-to copy</li> <li>• Forlorn-very sad, hopeless, or lonely</li> <li>• Village-a community smaller than a town</li> <li>• Amuse-to entertain through humor</li> <li>• Appeared-to become instantly visible</li> <li>• Trudging-to walk slowly with heavy steps</li> </ul>



# Comprehension

Comprehension is definitely the bulk of this reading unit. As students progress from learning to read to reading to learn, it is essential that they comprehend what they are reading. I have written these units so that they address all of the Common Core Standards. I also organized the units so that there is not a fiction unit or nonfiction unit. Instead, there will be fiction and nonfiction reading strategies included in all of the reading units.

Each lesson begins with a mini-lesson where you introduce a concept or reading strategy. Most of the mini lessons include a mentor text, which should be read aloud to students. Some mini-lessons do include an activity that may take a little more than the suggested time for mini-lessons, but do feel that some of these experiences are valuable for students. As students read during their independent reading time, they should be encouraged to apply the strategy taught during the mini-lesson.

I have included one printable for each of the lessons for you to use at your discretion. It is certainly not necessary to use a graphic organizer or worksheet everyday. Use the ones you feel are important and/or needed! You could give some of them as a whole group assignment for guided practice or group work. If you chose to do centers, some of them could be a center activity. You could even save some of them for your reading groups. I like to stretch some of the longer activities out over several days to preserve my students' independent reading time. It's totally up to you!

Unit One is a bit different, because the first five lessons are all on routines and procedures. Even if it's tempting, don't skip them! They will be a huge help during the remainder of the year! This unit focuses primarily on comprehension strategies that will allow students to actually understand what they have read.

# Weekly Choice Board

I know that teachers have many different philosophies and beliefs about homework, so I've designed homework that will offer a lot of flexibility for you and your students. Each week, I have included a reading homework choice board. Students should select three activities in a row, in a column, or diagonally to complete over the course of a week. In no way, is this essential for this unit. The homework can be skipped, supplemented, or even used in a different way.

I give my students a homework form to record their answers on, but this can easily be done on a piece of notebook paper. I like to keep everything uniform and on one piece of paper. I encourage my students to write in complete sentences and to explain their thinking on each question.

READING CHOICE BOARD Unit 1 - Week 2		
Make a prediction based on what you read.	What character do you have the most in common with? Why?	What genre is the text you're reading? How do you know?
Draw a picture to show the setting of your text.	Describe one inference you made while you were reading.	What character is most important to your story? Why?
Why do you think the author wrote this text?	What problem is the main character facing?	What is something new that you learned from your text this week?

READING CHOICE BOARD	
Title _____	Author _____
Title _____	Author _____
Title _____	Author _____

# 3<sup>rd</sup> Grade Unit at a Glance

Week 1	Day 1 How to Select a Book	Day 2 Choosing a Just Right Book	Day 3 Thinking About Reading	Day 4 Abandoning Books	Day 5 Guidelines for Reading Workshop
	Day 6 Sensory Details	Day 7 Mental Pictures	Day 8 Mental Movies	Day 9 Learning Through Images	Day 10 Illustrations vs. Text
	Day 11 Making Connections	Day 12 Text-to-Self Connections	Day 13 Text-to-Text Connections	Day 14 Text-to-World Connections	Day 15 Multiple Connections
	Day 16 Questions Before, During, & After Reading	Day 17 Question-Answer Relationship	Day 18 Answering Explicit Questions	Day 19 Citing Text Evidence	Day 20 Think and Search
	Day 21 Author and Me	Day 22 Inferencing With Pictures	Day 23 Inferences With Literature	Day 24 Inferences With Informational Text	Day 25 Inferencing Practice
Week 6	Day 26 Making Predictions	Day 27 Fiction Summaries	Day 28 Nonfiction Summaries	Day 29 Synthesizing	Day 30 Monitoring Comprehension

# 3<sup>rd</sup> Grade Unit 1-Mentor Texts

- Tomas and the Library Lady by Pat Mora
- Leola and the Honeybears by Melodye Benson Rosales
- Abe Lincoln the Boy Who Loved Books by Kay Winters
- The Wednesday Surprise by Eve Bunting
- What if Everyone Did That by Ellen Javernick and Colleen M. Madden
- Twilight Comes Twice by Ralph Fletcher
- The Seashore Book by Charlotte Zolotow
- Scarecrow by Cynthia Rylant
- Cactus Hotel by Brenda Z. Guiberson and Megan Lloyd
- Everglades by Jean Craighead George
- The Honey Makers by Gail Gibbons Lloyd
- Roxaboxen by Alice McLerran
- My Rotten Redheaded Older Brother by Patricia Polacco
- The Pain and the Great One by Judy Blume
- A Day's Work by Eve Bunting
- Two Bad Ants by Chris Van Allsburg
- The Stranger by Chris Van Allsburg
- The Lotus Seed by Sherry Garland
- Fireflies by Julie Brinckloe
- Tight Times by Barbara Hazen
- One Tiny Turtle by Nicole Davies
- The Name Jar by Yangsook Choi
- Crow Boy by Taro Yashima
- Charlie Anderson by Barbara Abercrombie
- Wolves by Seymour Simon
- Fantastic Flying Books of Mr. Morris Lessmore by William Joyce
- Winter Waits by Lynn Plourde

# 4<sup>th</sup> & 5<sup>th</sup> Grade Unit at a Glance

Week 1	Day 1 How to Select a Book	Day 2 Choosing a Just Right Book	Day 3 Thinking About Reading	Day 4 Abandoning Books	Day 5 Guidelines for Reading Workshop
	Day 6 Sensory Details	Day 7 Mental Pictures	Day 8 Mental Movies	Day 9 Learning Through Images	Day 10 Illustrations vs. Text
	Day 11 Making Connections	Day 12 Text-to-Self Connections	Day 13 Text-to-Text Connections	Day 14 Text-to-World Connections	Day 15 Multiple Connections
	Day 16 Questions Before, During, & After Reading	Day 17 Question-Answer Relationship	Day 18 Answering Explicit Questions	Day 19 Citing Text Evidence	Day 20 Think and Search
	Day 21 Author and Me	Day 22 Inferencing With Pictures	Day 23 Inferences With Literature	Day 24 Inferences With Informational Text	Day 25 Inferencing Practice
Week 6	Day 26 Making Predictions	Day 27 Fiction Summaries	Day 28 Nonfiction Summaries	Day 29 Synthesizing	Day 30 Monitoring Comprehension

# 4th & 5th Grade Unit 1-Mentor Texts

- Tomas and the Library Lady
- Goldie Socks and the Three Libearians
- The Invisible Boy
- The Wednesday Surprise
- What if Everyone Did That
- Owl Moon
- Twilight Comes Twice
- Cactus Hotel
- The Honey Makers
- Roxaboxen
- Thunder Cake
- The Storm Book
- A Day's Work
- Salt in His Shoes
- Two Bad Ants
- The Stranger
- The Lotus Seed
- Tight Times
- Fireflies
- The Name Jar
- Crow Boy
- Charlie Anderson
- Winter Waits

Day 1: How to Select a Book	Materials: <ul style="list-style-type: none"> <li>Classroom Library</li> <li>Reading Interest Survey</li> <li><u>Tomas and the Library Lady</u> by Pat Mora</li> </ul>
Standard: Procedural Lesson	

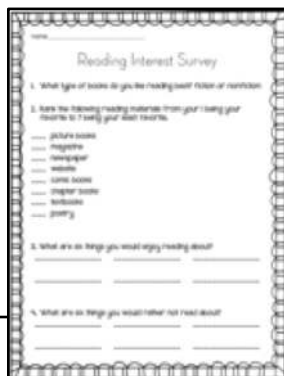
Mini Lesson: *This year we are all going to read many wonderful books. Some books we will read together, other books you'll read in groups, and some books you'll read independently. Most days, I'll begin reading workshop by reading you a mentor text to illustrate a particular concept. Today, I'd like to read Tomas and the Library Lady to show one boy's love of reading. By the end of the year, I hope that we all share a great love of books! Read Tomas and the Library Lady. Use this text to begin modeling how to think about reading.*

*In this classroom I have many wonderful books that you're sure to enjoy during your independent reading time, but you have to know how to choose a book. Show students how your classroom library is organized. Then, carefully explain your procedures in selecting a book. My procedures are: 1. only three students are allowed to select a book at a time, 2. you may only select one book at a time, 3. when you return a book place it in the exact same spot and in the right direction, 4. you may only select one book during reading workshop—no switching, 5. you must make your selection in less than five minutes.*

Independent Reading: This week, students will begin building their stamina for extended independent reading. After a long summer break, it is typically difficult for most students to read silently for long periods of time. During today's independent reading, allow students to take turns browsing the classroom library. They may also select their first book. While students are waiting on their turn, they may complete the Reading Interest Survey.

Closing: Give students the opportunity to ask questions about the classroom library. Have a few students model the correct way to select and return a book.

Optional Handout/Printable:



Reading Interest Survey

1. What type of books do you like reading best? (color or cartoon)

2. Rank the following reading materials from your liking your favorite to 7 least your least favorite.

Picture books  
Magazines  
Newspaper  
Web site  
Comic books  
Chapter books  
Reference  
Poetry

3. What are six things you would enjoy reading about?

4. What are six things you would rather not read about?



5. Where is your favorite place to read?

6. How often do you read at home during the school year?

7. How often do you read the summer?

8. Would you rather read out loud or to yourself?

9. Do you enjoy reading in front of others? Why or why not?

10. About how many books do you own?

11. What is your favorite book? What makes it great?

Essential Question:

- What type of books do I like to read?
- How should I choose a book?

Name \_\_\_\_\_

# Reading Interest Survey

1. What type of books do you like reading best? fiction or nonfiction
2. Rank the following reading materials from 1 being your favorite to 7 being your least favorite.

- picture books
- magazine
- newspaper
- website
- comic books
- chapter books
- textbooks
- poetry

3. What are six things you would enjoy reading about?

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4. What are six things you would rather not read about?

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5. Where is your favorite place to read? \_\_\_\_\_

6. How often do you read at home during the school year?

\_\_\_\_\_

7. How often did you read this summer? \_\_\_\_\_

8. Would you rather read out loud or to yourself? \_\_\_\_\_

9. Do you enjoy reading in front of others? Why or why not?

\_\_\_\_\_

10. About how many books do you own? \_\_\_\_\_

11. What is your favorite book? What makes it great? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PREVIEW

Day 2: Choosing a Just Right Book	Materials: <ul style="list-style-type: none"> <li>Classroom Library</li> <li>Five Finger Rule Handout</li> <li><u>Leola and the Honeybears</u> by Melodye Benson Rosales</li> </ul>
Standard: Procedural Lesson	
<p>Mini Lesson: <i>As you select books to read during reading workshop, it is important for you to select "just right" books. These are books that aren't too easy and aren't too difficult. Why do you think it's important to find "just right books".</i> Give students a few minutes to share their thoughts. Guide students into understanding that books that are too easy will not help them grow as a reader, which is necessary part of reading workshop. Students should also realize that books that are too difficult are often hard to understand.</p> <p>Read <u>Leola and the Honeybears</u> to illustrate the importance of finding the "just right" text. Use this text to continue modeling how to think about reading. As you read, stop and share your thoughts, feelings, and questions.</p> <p><i>The Five Finger Rule is a great way to find books that are the perfect fit for you. When you select a book, open it to any page and begin reading. Put up one finger for each word you don't know. At the end of the page, if you're holding up zero or one finger the book is too easy. If you're holding up two or three fingers, the book is just right. If you're holding up four or five fingers, the book is too hard.</i></p> <p>Distribute the Five Finger Rule handout.</p> <p>Independent Reading: During students' independent reading time have students browse your library to find examples of books that are too easy, just right, and too difficult. They should record the titles on the handout.</p> <p>Closing: Give students the opportunity to share how comfortable they were using the five finger rule. Ask them if there were any surprises as they were browsing for books.</p>	
Optional Handout/Printable:	Essential Question: <ul style="list-style-type: none"> <li>How do I know if a book is "just right" for me?</li> <li>Why is it important to select a "just right" book?</li> </ul>



Name \_\_\_\_\_

# Five Finger Rule

Choose a book and read any page. As you read, hold up one finger for every word you miss. Use the guide below to determine if the book is "just right" for you.



0-1 fingers-too easy



2-3 fingers-just right

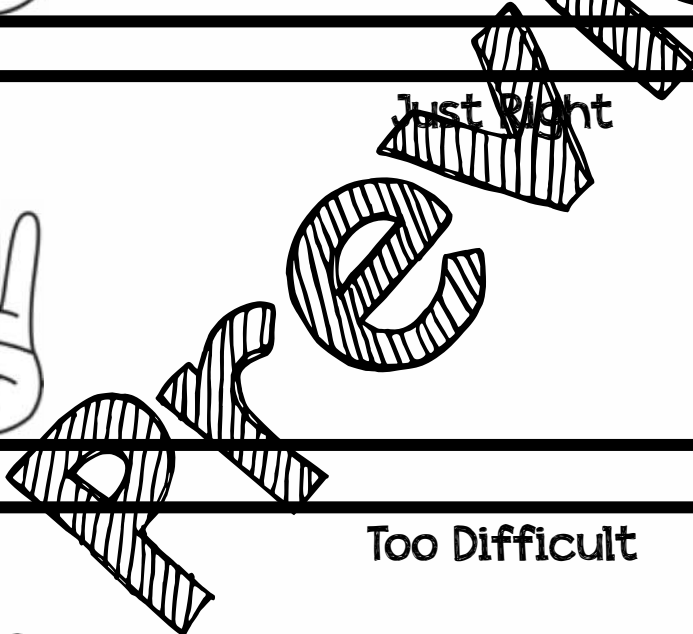


4-5 fingers-too hard

Too Easy



Just Right



Too Difficult



# A Day At the Lake

Spending a day at the lake is a lot of fun! I love to swim 15  
and so does my little brother. My dad says that I am a 28  
great swimmer. My little brother can't swim yet, so he still 39  
has to wear a life vest. I wear a life vest while we are on 54  
a boat. Sometimes, my dad lets me sit in his lap and drive the 67  
boat. Other times, we get to ride in a tube behind the boat. 80  
My mom and dad both love to water ski. Hopefully, with a 92  
little practice, I will be a good water skier too. This makes 104  
me want to try even harder when I do get to water ski. 117

Sometimes it rains while we are at the lake and we have 129  
to play inside. My mom and dad play games with us and do 142  
crafts. Once we painted wind chimes that look like a fish and 153  
hung them by the window. 158

After a day at the lake I am exhausted! We swim and 169  
play all day and this takes a lot of energy. I usually fall 182  
asleep on the way home. 187

Number of Words Read	Monday	Tuesday	Wednesday	Thursday
1 <sup>st</sup> Attempt				
2 <sup>nd</sup> Attempt				
3 <sup>rd</sup> Attempt				

## Unit 1, Week 2 Vocabulary–Twilight Comes Twice

- Ordinary–plain, not special or unusual
- Disturb–to bother or move
- Rouse–to wake up
- Racket–a loud noise
- Jabbering–continuous talking or noise
- Luster–the amount of shine in an object

## Unit 1, Week 2 Vocabulary–Twilight Comes Twice

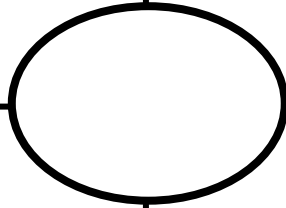
- Ordinary–plain, not special or unusual
- Disturb–to bother or move
- Rouse–to wake up
- Racket–a loud noise
- Jabbering–continuous talking or noise
- Luster–the amount of shine in an object

Write a definition.

Use in a sentence.

Draw a picture.

Give an example.



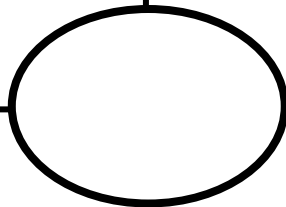
preen

Write a definition.

Use in a sentence.

Draw a picture.

Give an example.



preen

Name \_\_\_\_\_

Date \_\_\_\_\_

# Vocabulary Quiz

Match each of the following words with the correct definition.

1. \_\_\_\_\_ ordinary

A. the amount of shine in an object

2. \_\_\_\_\_ disturb

B. to wake up

3. \_\_\_\_\_ racket

C. continuous talking or noise

4. \_\_\_\_\_ jabbering

D. plain, not unusual

5. \_\_\_\_\_ luster

E. loud noise

6. \_\_\_\_\_ rouse

F. to bother or move

Answer the questions below.

7. Which of the following is NOT an example of racket?

A. the sound of someone hammering a nail

B. the sound of a large engine

C. the sound of a bird flying

D. the sound of a baby crying

8. Which of the following is an antonym of ordinary?

A. plain

B. extraordinary

C. basic

D. usual

9. Give an example of a time you were disturbed. \_\_\_\_\_

10. Describe the last time you heard jabbering. \_\_\_\_\_

Name \_\_\_\_\_

# READING CHOICE BOARD

## Unit 1 - Week 2

Make a prediction based on what you read.

What character do you have the most in common with? Why?

What genre is the text you're reading? How do you know?

Draw a picture to show the setting of your text.

Describe one inference you made while you were reading.

What character is most important to your story? Why?

Why do you think the author wrote this text?

What problem is the main character facing?

What is something new that you learned from your text this week?



Name \_\_\_\_\_

# READING CHOICE BOARD

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Title: \_\_\_\_\_ Author: \_\_\_\_\_

Preview

## Day 6: Sensory Details

Standard: 3.RL.2&3, 4.RL.3, 5.RL.3

### Materials:

- Twilight Comes Twice by Ralph Fletcher
- Sensory Details Flipbook

Mini Lesson: *What are sensory details?* Give students a few minutes to respond. *That's right! Sensory details are what you can see, hear, taste, smell, and touch. Good authors often include sensory details in their writing, so the reader can visualize or create a mental image of what the author is writing about. Ralph Fletcher uses many different sensory details in Twilight Comes Twice. I'm going to read it out loud to you, and as I read, I'd like for you to jot down any sensory details that you notice in the text.*



Read the book to the class. After finishing the story, ask students to share any examples of sensory details they noticed. Use those details to create an anchor chart that reflects the sensory details used in the book.

Independent Reading: Have students complete the sensory details table by using their own independent reading book. If students are not reading a book that is conducive for this activity, they may want to select a shorter picture book. This flipbook can be used as an interactive notebook entry or as a stand alone activity.

Closing: Allow a few students to share the book they are currently reading and some of the sensory details they discovered during their independent reading time.

### Optional Handout/Printable:

**Sensory Details**  
Cut the flipbook out and glue in your notebook. Under each flap give a specific example of a sensory detail you found in your text.

Author: _____	 What I Saw
	 What I Heard
	 What I Smelled
	 What I Tasted
	 What I Felt



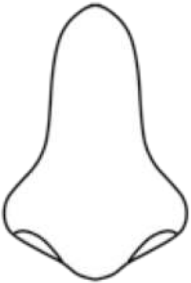
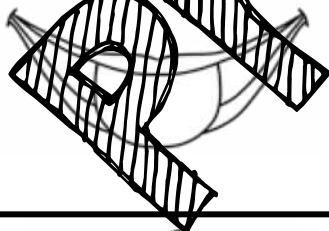

### Anchor Chart:

**Sensory Details**

Sight	Sound	Smell	Taste	Touch

# Sensory Details

Cut the flipbook out and glue in your notebook. Under each flap give a specific example of a sensory detail you found in your text.

Author: _____  Title: _____		What I Saw
		What I Heard
		What I Smelled
		What I Tasted
		What I Felt