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*Nonfiction Readers Learn About the World*

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| Grade 1 Reading Unit 4  Unit of Study Planning Template | Dates  1/9- 2/12 |

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| Unit: | *Nonfiction Readers Learn About the World* |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * *Nonfiction readers read to become smarter about our world and the things in it.* * *Nonfiction readers see more than the text on the page.* * *Tackling tricky words in nonfiction.* * *Nonfiction readers can read more than one book about a topic to compare and contrast.* |

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| Essential Questions:  *(These should be aligned with Goals.)* | * *How can readers use nonfiction text to learn about their world?* * *How can readers use their skills and strategies to access information in nonfiction text?* * *How can readers effectively share what they have learned in their nonfiction texts?* |

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| Standards: | FOUNDATIONAL SKILLS  *Fluency*  1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.   1. Know the spelling-sound correspondences for common consonant digraphs. 2. Decode regularly spelled one-syllable words. 3. Know final *–e* and common vowel team conventions for representing long vowel sounds. 4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 5. Decode two-syllable words following basic patterns by breaking the words into syllables. 6. Read words with inflectional endings. 7. Recognize and read grade-appropriate irregularly spelled words.   1.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   READING- INFORMATIONAL  *Key Ideas and Details*  1.RI.1 Ask and answer questions about key details in a text.  1.RI.2 Identify the main topic and retell key details of a text.  1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  *Craft and Structure*  1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  *Integration of Knowledge and Ideas*  1.RI.7 Use the illustrations and details in a text to describe its key ideas.  1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  LANGUAGE  *Vocabulary Acquisition and Use*  1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Use frequently occurring affixes as a clue to the meaning of a word. 3. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). |

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| Key Vocabulary: | * Compare * Contrast * Text Features (table of contents, index, diagram, illustrations, glossary, captions) * Bold print * Italics * Nonfiction * Information * Research * Main Idea |

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| Anchor Texts: | Nonfiction texts |

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| Other Resources: |  |

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| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | * Checklist * Anecdotal Notes * Running Records | * Final celebration project |

Unit of Study At A Glance Planner

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| **UNIT 4** *Nonfiction Readers Learn About the World* | | |
| **GOAL:**  *Nonfiction readers read to become smarter about our world and the things in it.* | **GOAL:**  *Tackling tricky words in nonfiction.* | **GOAL:**  *Nonfiction readers see more than the text on the page.* |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers organize their books by identifying fiction and nonfiction. p. 65   1.RML.4-1   * Readers understand nonfiction books by knowing about their parts.   1.RML.4-2   * Readers predict what their books are about by previewing the text features. p. 67   1.RML.4-3   * Readers learn more about the topic by using text features. p. 67   1.RML.4-4   * Readers make information pop out by using a narrator voice. p. 68   1.RML.4-5   * Readers understand nonfiction texts by pulling information together to explain what they are reading about.   p. 69  1.RML.4-6   * Partners help each other remember the important information in their books by asking questions p. 68 & 69   1.RML.4-7  Read Aloud: Reread a previous section to understand the new section pg. 70  Read Aloud: Teach prediction “What author will tell us next?” pg. 69 | * Readers figure out tricky words by using ALL the strategies they know. P. 72   1.RML.4-8   * Readers figure out tricky words by checking the picture, looking at the first part of the word and guessing. P. 73   1.RML.4-9   * Readers can break tricky words into parts by starting from the beginning and moving all the way across the word. P. 74   ***MWTP***-Readers write down tricky words they can’t figure out so they can ask for help. P. 73  1.RML.4-10   * Readers build their reading vocabulary by not only knowing HOW to read the word, but also what the word MEANS.P. 74   1.RML.4-11   * Readers figure out tricky words by using the pictures and labels. P. 74   1.RML.4-12 | * Readers understand what the page is about by looking at both the pictures and the words. pg. 71 1.RML.4-13 * Nonfiction readers understand topics more deeply by making connections to other books they have read and to the world around them. Text-text & text-world. p. 72  ***MWTP*** Write down the text to text and text to world connection. p. 72 1.RML.4-14 * Nonfiction readers ask questions as they read by saying, I wonder...and using question words. p. 71-72 **MWTP** Use sticky notes to mark questions while reading.   1.RML.4-15   * Nonfiction readers understand the text by imagining themselves in the picture and thinking: What do I see, feel, hear, smell, or taste? page p. 71   1.RML.4-16   * Reading club members respect their partners by listening to them with their whole bodies “Eyes, ears and bodies”   1.RML.4-17   * Reading club members research what they want to know by asking three questions.   1.RML.4-18   * Book club members compare and contrast information by reading many nonfiction books.   1.RML.4-19 |

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| **WORKSHOP CALENDAR FOR:** | **First Grade Reading Unit 4** | *Dates: 1/9-2/12* |
| **Unit of Study: Unit 4** | Nonfiction readers learn about the world |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  | 1/9  Readers organize their books by identifying fiction and nonfiction.  1.RML.4-1 | 1/10 Readers understand nonfiction books by knowing about their parts. 1.RML.4-2 | 1/11  Readers predict what their books are about by previewing the text features. 1.RML.4-3 |
| 1/14  Readers learn more about the topic by using text features. 1.RML.4-4 | 1/15  Readers make information pop out by using a narrator voice. 1.RML.4-5 | 1/16  Readers understand nonfiction texts by pulling information together to explain what they are reading about.  1.RML.4-6 | 1/17  Partners help each other remember the important information in their books by asking questions. 1.RML.4-7 | 1/18  Minilesson Choice Day |
| 1/21  NO SCHOOL!!! | 1/22  Readers figure out tricky words by using ALL the strategies they know. 1.RML.4-8 | 1/23  Readers figure out tricky words by checking the picture, looking at the first part of the word and guessing.  1.RML.4-9 | 1/24  Readers can break tricky words into parts by starting from the beginning and moving all the way across the word.  1.RML.4-10 | 1/25  Readers build their reading vocabulary by not only knowing HOW to read the word, but also what the word MEANS.  1.RML.4-11 |
| 1/28  WORK DAY-NO STUDENTS | 1/29  Readers figure out tricky words by using the pictures and labels.  1.RML.4-12 | 1/30  Minilesson Choice Day | 1/31  Readers understand what the page is about by looking at both the pictures and the words. 1.RML.4-13 | 2/1  Nonfiction readers understand topics more deeply by making connections to other books they have read and to the world around them. Text-text & text-world. 1.RML.4-14 |
| 2/4  Nonfiction readers ask questions as they read by saying, I wonder...and using question words. 1.RML.4-15 | 2/5  Nonfiction readers understand the text by imagining themselves in the picture and thinking: What do I see, feel, hear, smell, or taste? 1.RML.4-16 | 2/6  Minilesson Choice Day | 2/7  Reading club members respect their partners by listening with their whole bodies (eyes, ears and bodies.) 1.RML.4-17 | 2/8  Reading club members research what they want to know by asking 3 questions.  1.RML.4-18 |
| 2/11  Book club members compare and contrast information by reading many nonfiction books.  1.RML.4-19 | 2/12  CULMINATING ACTIVITY!!! |  |  |  |

\*\*\*\*Add the following into shared/read aloud lessons many times throughout the unit.

* Readers react to what they read and explain why they reacted that way p. 81
* What is the author trying to teach us (main idea) p.
* Reread a previous section to understand the new section pg. 70
* Teach prediction “What author will tell us next?” pg. 69

**Unit of Study Assessment Checklist**

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| **Unit 4:** *Nonfiction Readers Learn About the World* |

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| Name | Identifies fiction vs. nonfiction text | Shows evidence of using text features | Uses a narrator voice when reading nonfiction text | Uses multiple strategies to figure out tricky words | Identifies main idea | uses text to text or  text to world connections | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 4 Mini Lesson 1** | **1.RML.4-1** |

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| **Unit of Study:** | Nonfiction Readers Learn about the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point:** | Readers organize their books by identifying fiction and nonfiction.  Los lectores organizan sus libros identificando los libros que son de ficción y los libros que no son de ficción. |
| **Catchy phrase:** |  |
| **Text:** | Several fiction and nonfiction texts on same subject (Ex. Gregory the Terrible Eater and Goats) |
| **Chart:** | Fiction/Nonfiction chart created today |
| **Standard:** | 1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Do you remember how much fun it was to read great stories with interesting characters? We read books about Crabby Cat, Splat the Cat, etc… (insert characters you have read about as a class) You got so smart about characters and you made the books come alive! Those were all FICTION books.  Now, in addition to making FICTION stories come alive, we are going to make the whole world around us come alive! We will do this by reading NONFICTION books to learn about the wonderful and terrific things that happen in our world.    Today we are going to learn about how to tell the difference between a FICTION and a NONFICTION book and then we’re going to get our library ready for the important work we’re going to do learning about the world. We do this because readers organize their books by identifying fiction and nonfiction. |
| **Teach:**  Now let’s look at two books and talk about what we notice. (Teacher holds up both books and introduces titles.)  Let’s look at Gregory the Terrible Eater first. (Teacher reads a selected page.) In this book, I notice that the goats are talking. That is just silly! Goats don’t talk! This story has funny characters. I think the author wants to entertain me. This kind of book is called FICTION. I’m going to put it in over here and start a Fiction pile. I’m also going to write down what I know about fiction books.  (Teacher begins fiction vs. nonfiction T-chart. Under the heading of Fiction she writes the following:)  It’s a story  It has characters  It entertains me  Now let’s look at the other book, Goats. (Teacher reads a selected page.) I notice lots of photographs of real people and things. It isn’t telling a story. It gives me information about goats. I think the author wants to teach me about goats. This kind of book is called NONFICTION. I’m going to put it in over here and start a Nonfiction pile.  (Teacher adds to the chart. Under the heading of Nonfiction she writes the following:)  It has information  It has real people and things  It teaches me something  Now that we know the difference between fiction and nonfiction, we can organize these books in our  library. Watch what I do.  Here I have a group of books that I’m going to organize by identifying if they are fiction or nonfiction. Watch and listen because in a few minutes you are going to help me organize books too. (Teacher holds up a familiar fiction book.)  I’m going to look to see if it is fiction or nonfiction. I’ll ask myself these questions:  (Teacher touches each side of the chart as she talks)  Is it a story or does it have information?  Does it have characters or does it have real people and things?  Does it entertain me or does it teach me something?  (Teacher looks at cover, reads title and flips through the pages of the book) Let’s see…The3 Little Pigs, I know this story. It has characters. They aren’t real, they have clothes on and they talk. It was funny and a little scary, so it entertained me. This book is fiction so I’ll put it over here in this pile.  Now I look at this book… I’m going to look to see if it is fiction or nonfiction. I’ll ask myself the same questions:  (Teacher touches each side of the chart as she talks)  Is it a story or does it have information?  Does it have characters or does it have real people and things?  Does it entertain me or does it teach me something?  (Teacher looks at cover, reads title and flips through the pages of the book,notices and comments on a picture and reads caption or text relating to it) Wow, that’s interesting! This book, Grow, grow, grow is telling me information, not a story. It has pictures of real things in it and I just learned about how plants \_\_\_\_\_. This book teaches me about plants. This book is definitely nonfiction so I’ll put it over here in this pile.  Did you see what I did!? Readers really do organize their books by identifying fiction and nonfiction! |
| **Active Engagement:**  Now I need your help with the rest of these books. As I hold them up, whisper to your partner if you think it is fiction or nonfiction and why. Use the chart to help you decide. Say “I think this is\_\_\_\_\_ (eg: fiction) because it\_\_\_(eg: has characters).  (Teacher holds up multiple books one by one and has students identify and justify response.)  Nice job! Readers organize their books by identifying fiction and nonfiction. Now let’s organize our classroom library.  (Teacher needs to explain organization method that they selected for the classroom.) |
| **Notes** : Examplesof ideas of how to organize your library:   * Bring a collection of nonfiction books that are new to the classroom and have students help you organize them for the classroom library. pg. 79   Use already existing library and have students look at different boxes and determine if they are fiction or nonfiction (possibly label them that way) |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 4 Mini Lesson 2** | **1.RML.4-2** |

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| Unit of Study: | Nonfiction Readers Learn about the World |
| Goal: | Nonfiction readers read to become smarter about our world and the things in it. |
| Teaching point: | Readers understand nonfiction books by knowing about their parts.  Los lectores conocen las partes de un libro de no ficción para entenderlo mejor. |
| Catchy phrase: | “That helps me understand the book. That’s a text feature!” **Las características del libro me ayudan a entenderlo.** |
| Text: | Nonfiction texts that have text features. Animal Habitats by Michelle Kramer, National Geographic |
| Chart: | Create chart of text features with illustrations\* with students. Text features taught in this lesson: Table of Contents, Headings, and Key Words. Subsequent lessons will need to add to the chart: captions, subtitles, index, diagrams, illustrations, photographs, glossary, and italics. See suggestion at end of teach section below. (\*Gather pictures of text features to add for illustrations on chart.) |
| Standard: | 1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Good job yesterday organizing our library. I know right where to go to find a nonfiction book! We are all excited to explore them…they are so full of information and things to learn! They even look different than fiction stories because these nonfiction books have special parts and features. Today we are going to look closely at some parts of these books to figure out how they work. These text features will help us understand a nonfiction book. We will be able to say “That helps me understand the book. That’s a text feature!” |
| **Teach:**  I am going to start a list of the special parts of a nonfiction text that help me to understand the book. These parts are called Text Features (Teacher begins chart with title of Text Features).  Let’s look at this book Animal Habitats. I want to show you a special part of the book that helps me understand the book better. It’s a list called the Table of Contents. (Teacher reads several of the contents including the page number) Wow! Now I know where I can read about the Ocean Habitat…it’s on page 12. If I want to read about Prairie Habitat I can find it *fast* on page 14.  The Table of Contents really helps me understand where to find things in this book. Hey! That helps me understand the book. It must be a text feature! I’m going to add Table of Contents to the Text Feature chart. (Teacher adds ‘Table of Contents’ to chart)  Let’s look at another special part of nonfiction text. (Teacher points to the heading **What Animals Need** on pg. 8) See how these words are bigger and bolder, kind of like a title? This is called a heading. It helps me know what this section of the text is going to be about. When I see the heading, **What Animals Need**, I know this section of the text is going to be about the things that animals need. There are lots of other headings in this book (Teacher reads other headings).  These headings help me get ready to read and tell me what I am going to learn about. Hey! That helps me understand the book. That’s a text feature! I’m going to add Headings to the text feature chart (Teacher adds ‘Headings’ to chart)  Let’s look at another special part of nonfiction text. (Teacher points to the bolded key word ‘**levels**’ on pg. 10 and reads the whole sentence with strong emphasis on ‘levels’) See how the word ‘levels’ is darker and thicker than the other words? That’s because it is an important word to learn on this page. It’s called a key word. There are more key words in this book (teacher reads one or two others). Every time I see a key word in bold, I know that it is important to learn it.  Key words tell me what is really important to learn in this book. Hey! That helps me understand the book. That’s a text feature! I’m going to add Key Words to the text feature chart (Teacher adds ‘Key Words’ to chart)  (Teacher uses own judgment to decide how many more features can be added today, depending on time tolerance of students and features of chosen text. More text features can be added to chart on a Mini Lesson Choice Day or during Shared or Interactive Reading lessons. See list in Chart section above.) |
| **Active Involvement:**  (Teacher selects another book or page with multiple text features.)  Now it is your turn to identify the text features that help you understand the book. You will be looking for these parts of the book (Teacher reads list to review) Make sure that you are using the chart we just made to help you remember the text features.  I am going to show you a page. I want you and your partner to put your heads together and talk about the text features that you see and say, “I see \_\_(eg: a key word in bold) That helps me understand the book. That’s a text feature!”  (Teacher shows multiple pages until text features have been discussed.) |
| **Link:**  Now it is your turn to go off and read. Remember to look for these text features (point to the chart) and when you find them, point to them and read what they say. We do this because readers understand nonfiction books by knowing about their parts. |
| **Mid-Workshop Teaching Point** |
| **Share:**  I noticed readers who used Text Features to help them understand their books. (Teacher mentions observations about students who used text features during independent reading) How about you? Did you use a Heading to help you know what that section was about? Did you use the Table of Contents to find an interesting section? Did you notice a Key Word that was important to learn? From now on, we can understand nonfiction books better because we know about their parts! |

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| **Unit 4 Mini Lesson 3** | **1.RML.4-3** |

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| Unit of Study: | Nonfiction Readers Learn about the World |
| Goal: | Nonfiction readers read to become smarter about our world and the things in it. |
| Teaching point: | Readers predict what their books are about by previewing the text features.  Los lectores usan las características del texto para hacer predicciones sobre lo que se trata. |
| Catchy phrase: | “I think this part is about \_\_\_\_”  Yo pienso que esta parte se trata de \_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Text: | Nonfiction text that has a variety of text features (captions, diagrams, index) |
| Chart: | Chart of text features from 4-2 Animal Habitats |
| Standard: | 1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we learned how text features help us better understand our nonfiction books. We learned what they are called and what they look like.  Today we are going to learn how to use text features to predict what our books are about.  Readers predict what their books are about by previewing the text features. Have you ever noticed that before you watch a movie, they show you just a few minutes of some other movies that might be on different DVDs or coming later to the theater? Those few minutes of movies are called previews.  When you watch a preview, it gives you clues so you know what that movie will be about and what will happen. That is so you will get excited about the movie and you will want to see the whole thing. You watch a movie preview to find out what the movie will be about and help you decide if you want to see it. The preview helps you get ready to see the whole movie later.  It’s the same way with books. We can use the text features to make a ‘preview’ of our book. When you preview the text features, they give you clues so you know what that book will be about and what will happen. Then we can get excited about the book and what we are going to learn! |
| **Teach:**  Now watch and listen as I preview some text features in this book, Animal Habitats. (Teacher opens up to p. 6-) Hmmmm… Here is a heading called “Animals in their Habitats.” Habitats are places where animals live. Since there is only one heading for these two pages, I think both of them must be about where animals live.  Looking at the picture on this first page I see a jungle with a monkey swinging through the trees. Oh… here are some key words in bold letters. They are “habitat” and “rain forest.” A rainforest is another name for a jungle. So, based on these text features, I think this part is about animals that live in the rain forest. Are there other animals that live in the rainforest too? Maybe I’ll learn about that in this book.  Ooh look! p. 7 has a picture of a turtle and some fish in the water. The key word I see is “ocean,” so I think this part is about animals that live in the ocean. I hope I will get to read about some other animals that live in the ocean too!  The picture underneath has some animals with big horns that look like cows. The word in bold is “prairie.” I think this part is about animals that live on the prairie. I haven’t heard the word “prairie” before, but I think I’m going to find out what it is when I read this page later.  Did you notice how I previewed the book using the text features and made predictions about what the book was about? I did this because I want to be ready to read the whole book. |
| ***Active Involvement:***  Now you are going to get a chance to practice previewing text features with your partner. Remember, the title of this book is “Animal Habitats,” so this whole book is going to talk about where animals live. Let’s look at these next two pages, The heading says, “What Animals Need.”  Partner A, look at the first picture of the bears in their snowy cave. Read the key word with me ,” Artic.” Now tell your partner, I think this part is about\_\_\_\_\_\_\_\_\_.  Partner B it is your turn. Look at the next picture of the squirrel eating the seed. Read the key word with me, “desert”. Now tell your neighbor, “I think this part is about \_\_\_\_\_\_\_\_\_\_.  (Have each partner practice one more time on following pages) |
| ***Link:***  Before you read a new nonfiction book, remember, readers predict what their books are about by previewing the text features. Then you can be ready to say “I think this part is about \_\_\_\_\_\_.” |
| **Mid-Workshop Teaching Point:** As you are previewing your books, think about any connections you might have with them. |
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| **Unit 4 Mini Lesson 4** | **1.RML.4-4** |

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| **Unit of Study:** | Nonfiction Readers Learn about the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point:** | Readers learn more about the topic by using text features.  Los lectores usan las características del texto para aprender más sobre un tema. |
| **Catchy phrase:** | “This text feature taught me something new.”  Esta característica del texto me enseño algo nuevo. |
| **Text:** | Use same book as 4-3 Animal Habitats |
| **Chart:** | Use chart from 4-2 |
| **Standard:** | 1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.  1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  1.RI.7 Use the illustrations and details in a text to describe its key ideas. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we talked about previewing a book using text features to help us predict what the book was about. That’s how we got ourselves ready to read! But WHY are we reading? (dramatic pause) Because we want to learn and understand MORE about all the interesting topics in our books! Today I want to teach you that we can use the text features to help us learn and understand more about our topics because readers gain more information by using text features. |
| ***Teach:***  Watch me use text features to learn more about the topic of Animal Habitats. (Teacher turns back to same pages as in 4-3) Remember yesterday when I saw this picture with the animals with big horns that looked like cows. I read the key word ‘prairie’ and I didn’t know what a prairie was. Well, because I want to learn more about this topic I’m going to read another text feature called a caption.  I’ll read the caption for this photograph. “The **prairie** habitat provides the wide-open space that bison need.” So let me see, this caption is telling me that the prairie is a wide-open space, and these animals aren’t cows…they’re bison. Now I know what the word prairie means and I know the name of a new animal. I’m learning more about the topic of Animal Habitats. Wow, this text feature taught me something new!  (turn to p.6) And remember when we saw this page about the rain forest. I missed this caption here by the monkey. It says “orangutan”. That must be the name of this kind of monkey. This text feature taught me something new!  That’s because readers learn more about the topic by using text features.  Other possible examples with different texts:  Oh look, here is a heading! What new information does the heading teach me? It says “Fish Lay Eggs”. I learned that fish lay eggs! This text feature taught me something new! Readers learn more about the topic by using text features.  Now I see a diagram. What new information does the diagram teach me? It shows a drawing of fish and I can see how the bones look inside the fish! I learned that even though fish don’t have legs, they do have bones inside. This text feature taught me something new! Readers learn more about the topic by using text features. |
| ***Active Involvement:***  Now it is your turn to use a text feature to learn more about a topic. (Turn to p.8)  Remember yesterday we looked the picture of the squirrel. We looked at the key word “desert” but now let’s read the whole caption. It says “A ground squirrel finds seeds to eat in the **desert** habitat.”  Partner A tell Partner B what new information you learned from the caption. Say “This text feature taught me \_\_\_\_.”  (Turn to another page and read a text feature aloud.)  Now, Partner B tell Partner A what new information you learned. Say “This text feature taught me \_\_\_\_.” |
| ***Link:***  Good job! You’re ready to learn more about the interesting topics in your books by using text features. |
| **Mid-Workshop Teaching Point:** Get with a partner and show them a text feature in your book and tell them what you learned about your topic from the text feature. Say ““This text feature taught me \_\_\_\_.” |
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| **Unit 4 Mini Lesson 5** | **1.RML.4-5** |

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| **Unit of Study:** | Nonfiction Readers Learn about the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point:** | Readers make information pop out by using a narrator voice.  Los lectores usan su voz de narrador para que la información suene más interesante. |
| **Catchy phrase:** | Make it POP! Use a narrators voice  Hazlo interesante, usa tu voz de narrador. |
| **Text:** | Animal Habitats |
| **Chart:** |  |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:** We have been having so much fun learning about the topics in our nonfiction books by previewing the text features… and we haven’t even started reading the whole page, yet! Well, today we are finally going to start reading the whole page in our books and finding out even more information about the topics we are studying. One way we can understand our topics is by making the information pop out by using a narrator voice.  A narrator voice is what you hear when you listen to the Discovery Channel or National Geographic. It’s what you hear when you listen to the news on TV. The newscaster uses a narrator voice. She decides what news is the most important and interesting and then changes her voice when she talks about those things.  Guess what? Readers are also narrators when they make information pop out by using a narrator voice. We decide what information in the text is important, and we read those parts with a narrator voice to make sure we understand the important parts of the text. We can make our voices sound like they are asking questions, surprised, or even as if they are telling a secret. |
| **Teach: (optional: listen to a clip of a documentary)**  Listen while I read a paragraph from this book and make the information pop out by using a narrator voice.  (teacher reads the following text making sure to read the heading slowly and with emphasis, stress the words “hot” and “dry” and “many” and to use a clearly questioning voice when reading the question.)  (p. 16) **The Desert Habitat** (heading)  Sandy deserts are hot and dry places.  Many animals live in this habitat.  What helps them survive?  Did you notice how I made the information pop out by using a narrator voice? The important information in this paragraph is that the desert is hot and dry and that there are a lot of animals that live there. I also stressed the question, “What helps them survive?” because we are going to find out the answer to this question on the page.  Now listen as I read it without using a narrator’s voice. ..  (read the same text in a flat and boring voice)  Can you hear the difference? Let me read it again the right way! (Read again as you did the first time)  See how interesting that was to listen to. And I will remember the important information that popped out. |
| **Active Involvement:**  Now, I will read the next part in my best narrator voice and your job is to listen for the information that pops out on the page. You will then have a chance to tell your partner the important parts of the story.  (p. 16) Fennec foxes dig holes underground to find shelter from the hot sun. (Emphasize “dig holes underground” and “shelter from the hot sun.”).  Partner A tell partner B, The important part is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Now listen as I read the next part… (emphasize the words “oasis” and “has water”)  These camels are at an oasis.  An oasis is a place in the desert that has water.  Partner A tell partner B, The important part is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (Another idea for active involvement is to have students echo read the section after you making their voices “pop.” |
| **Link:**  Make sure that as you read your own books today, that you make information pop out by using a narrator voice. |
| **Mid-Workshop Teaching Point**: Sometimes readers have to go back and reread a section to make the important information “pop out”. |
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| **Unit 4 Mini Lesson 6** | **1.RML.4-6** |

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| **Unit of Study:** | Nonfiction Readers Learn about the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point:** | Readers understand nonfiction texts by pulling information together to explain what they are reading about. |
| **Text:** | Nonfiction Text – Spiders and Their Webs by Fred and Jeanne Biddulph (Sunshine book) |
| **Catchy phrase:** | This part is about \_\_\_\_\_\_ and this part is about \_\_\_\_\_\_\_.  I think these parts go together because \_\_\_\_\_\_\_. |
| **Chart:** |  |
| **Standard:** | 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We’ve been reading a lot of nonfiction and using the text features to help us learn more. Now we are going to learn how to recognize when parts of a nonfiction book are similar to other parts of the book. Authors of nonfiction texts use headings to tell you what certain pages are going to be about. However, not all nonfiction books have headings, so it is important for you to be able to pull together information that goes together. Sometimes you find similar information on more than one page, and you can group both of the pages together and sum up what you have read. Today we are going to read a book about spiders to see if we can come up with our own headings for certain parts of the book that we think go together. We do this because good readers understand their nonfiction books by pulling information together to explain what they are reading about. |
| **Teach:**  (Teacher reads pages 2-7)  (Flip back to page 2 and 3)Hmm…. there is no heading here, but let me pull the important information together and think about how it might be the same. “This part is about \_\_big round webs\_\_ and this part is about \_\_sticky tangled webs\_\_. I think these parts go together because \_\_they are both about spiders and their webs\_\_.” That should be the heading, spiders and their webs.  Now let me keep reading to see if I can come up with another heading, because good readers understand their nonfiction books by pulling information together to explain what it is about.  (Read pages 11 and 12)  Hmmm, this page is about how some spiders throw their webs like a net to catch their prey, and this page is about how some spiders use poison to catch their prey. I think these parts go together because they are both about how spiders catch and kill their prey.  Remember, good readers understand nonfiction texts by pulling information together to explain what it’s about. I read through the book, I found parts on different pages that were the same, and I came up with a heading that would sum up what I read. I understand this book because I pulled information together and I explained what I was reading about! |
| **Active Involvement:**  Now let’s practice this together. I will read a few parts and as I am reading I want you to think about the important information. See if you can come up with a heading that summarizes two similar parts that you have read. It is important to understand your books by pulling information together and explaining what you have read about.  (Teacher reads 8 and 9 about spider silk)  Think about what important information you heard and how you would put that together.  Partner A tell Partner B what the important parts are. Remember to say, “This part is about \_(how spiders make their webs from silk)\_ and this part is about \_(how their silk is really strong\_. “ (listen as students share).  Now Partner B tell Partner A why you think these parts go together. Remember to use “I think these parts go together because \_(they are both about spider silk)\_. “ (Listen as students share). Excellent! That could be the heading of these two pages! We pulled information together and explained what we read about. We came up with a heading that helped us understand what we read! We know now that spiders make strong webs out of silk!  Readers understand nonfiction texts by pulling information together and explaining what it’s about. |
| **Link:**  It is your turn to go off and read your nonfiction texts. Remember that readers understand nonfiction texts by pulling information together and explaining what it’s about. When you come to a part in your book that is similar to another part, say to yourself, “This part is about \_\_\_\_\_\_ and this part is about \_\_\_\_\_\_\_. I think these parts go together because \_\_\_\_\_\_.” See if you can come up with your own heading. Good luck! |
| **Mid-Workshop Teaching Point:** |
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| **Unit 4 Mini Lesson 7** | **1.RML.4-7** |

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| **Unit of Study:** | Non-fiction Unit 4 |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point:** | Partners help each other remember the important information from their books by asking questions.  Los compañeros se hacen preguntas para entender el significado de sus libros. . |
| **Catchy phrase:** | “What is the big idea?” ¿Cuál es la idea principal?  “What does that really mean?” ¿Qué quiere decir eso?  “Can you prove it?” ¿Lo puedes comprobar?  “Can you show me where it says that?” ¿Me puedes mostrar donde dice eso? |
| **Text:** | Lugares de la tierra (National Geographic) |
| **Chart:** | List of questions for partners to refer to (see above).  Puppet or helper to ask questions. |
| **Standard:** | 1.RI.1 Ask and answer questions about key details in a text.  1.RI.2 Identify the main topic and retell key details of a text  1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. |

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| **Mini-Lesson: (**7-10 minutes total)  **Connection:**  Yesterday we learned how to pull information together to explain what we are reading about. Today we are going to learn how partners can help each other remember the important information from their books. Partners do this by asking questions. Watch and listen today as I use questions from the chart to help me and my partner remember what we are reading about. |
| **Teach:**  As I am reading today, my partner and I will be using these questions to help each other remember. They are:  What is the big idea?  What does that really mean?  Can you prove it?  Can you show me where it says that?  (Teacher reads pages 6, 7 about hot places out loud)  Partner: What is the big idea?  Hmm, so these pages are about how people sometimes live in hot places.  (teacher reads pages next pages about cold places out loud)  Partner: What does that mean?  Well, I think it means that people and animals can live in cold places.  Partner: Animals? Can you show me where it says that?  Teacher: Well, here on page 9 there is a picture of a fox so I know animals can live in cold places too.  Do you see how my partner asking me questions helped me to remember and understand my book better? Partners help each other remember by asking questions. |
| **Active Involvement:**  Now it is you and your partners turn to ask each other the questions after I read the next section of the book. Partner A, you do the asking first. Remember the list of questions is here to help you. (Teacher reviews the chart reads the section on dry places. Then, their partners ask one of the questions from the list.) Great job partners! I heard …  Now switch roles. Partner B it is your turn to ask the question (teacher reads pages 10 and 11 about dry places and students ask partners questions again.) Wow, I heard lots of good questions! I heard… |
| **Link:**  From now on when you read with your partner, you can look back up at the list of questions and help your partner remember their information by asking them questions. Today, be sure to try to ask at least 3 questions to your partner while they are reading to you. Be sure you also take turns reading so that you both have time to ask each other questions. Partners help each other remember by asking questions. Off you go! |
| **Mid-Workshop Teaching Point:**  Remember to take turns so you both have time to read and to ask questions. |
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| **Unit 4 Mini Lesson 8** | **1.RML.4-8** |

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| **Unit of Study:** | Nonfiction Readers Learn About the World |
| **Goal:** | Tackling Tricky Words in Nonfiction |
| **Teaching point:** | Readers figure out tricky words by using ALL the strategies they know. (p.72)  Los lectores usan todas sus estrategias para averiguar palabras difíciles. |
| **Catchy phrase:** | “Don’t give up! Try, try, try!” No te des por vencido, inténtalo de Nuevo! |
| **Text:** | Unfamiliar text |
| **Chart:** |  |
| **Standard:** | 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  1.RF.4 Read with sufficient accuracy and fluency to support comprehension. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we learned that our reading partners can help us remember the information we are reading by asking questions. Today we are going to use strategies to help us with tricky words so we can understand the information. Readers figure out tricky words by using ALL the strategies they know.  “Don’t give up! Try, try, try!” |
| ***Teach:***  When we are reading our informational books, we can sometimes come to words that are new and tricky. Today I want to teach you that when we come across such words, it helps to be resourceful, to not give up, and to choose the tricky word strategies that may help us figure out the tricky words. Remember, we can look closely at the word, get our mouths ready, and read across the word, keeping in mind what the page is teaching us about.  Readers figure out tricky words by using ALL the strategies they know.  “Don’t give up! Try, try, try!”  (In an unfamiliar text, predetermine 2-3 spots to demonstrate how one might use a variety of strategies to help them figure out the tricky word. Teacher chooses the strategies depending on the book being used.) Now watch while I read and use what I just said. (Teacher reads and makes mistakes while fixing it using a variety of strategies.)  Readers figure out tricky words by using ALL the strategies they know.  “Don’t give up! Try, try, try!” |
| ***Active Involvement:***  (Using same book but new pages, teacher reads and gets stuck.)  When you hear me get stuck, tell me “Don’t give up! Try, try, try!” Readers figure out tricky words by using ALL the strategies they know.  (Have students practice while teacher continues to get stuck. Make sure to think out loud about what strategies you are using.) |
| ***Link:***  *(1-2 minutes)*  Remember that readers do not give up. They use the strategies they learned to figure out new or tricky words.  “Don’t give up! Try, try, try!”  We have practiced not giving up when we come to a tricky word. Now it’s time for you to go off and read. When you come to a tricky word use your strategies and don’t give up! |
| **Mid-Workshop Teaching Point**: Readers write down tricky words and the strategies they used to figure it out. |
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| **Unit 4 Mini Lesson 9** |  |

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| **Unit of Study:** | Nonfiction readers learn about the world |
| **Goal:** | Tackling tricky words in nonfiction |
| **Teaching point:** | Readers figure out tricky words by checking the picture, looking at the first part of the word and guessing.  Los lectores revisan las ilustraciones y la primera parte de la palabra para adivinar palabras difíciles. |
| **Catchy phrase:** | “I didn’t think I knew it but I did!”  Pensé que no lo savia, Pero si lo sé! |
| **Text:** | Weather and Seasons by Cory Phillips (National Geographic) |
| **Standard:** | 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. |

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| **Mini Lesson: (**7-10 minutes total)  Connection:  Yesterday we learned not to give up when we come to a tricky word. Today we are going to learn how to use the picture and first part of the tricky word to take a good guess at what the word could be. Readers figure out tricky words by checking the picture, looking at the first part of the word and guessing what it might be. By doing this you will find out that you didn’t think you knew it but you actually did. You can say to yourself, “I didn’t think I knew it but I did!” |
| Teach:  When I am reading informational books and I am learning about a topic, and I might come to words that look really hard to figure out. I need to remember that I may actually know the word already, but maybe I haven’t seen it before. I look at the first part of the word and I think to myself, hmmm…what are all of the words that that word might be? I can take a good look at the picture, then look at the first part of the word and then take a good guess at what the word could be.  (Read up to page 8. Stop when you get to the word windy, pretending that you don’t know it). Hmmm. This is a tricky word, and when I come to a tricky word I need to look at the picture, look at the first part of the word, and think about the possible guesses that make sense. Hmmm…Looking at the picture I see an umbrella that has been turned inside out, and a tree that is blowing to one side. Now I am going to look at the first part of the word. W-, W-…do I know a weather word that starts with a “w” that might turn an umbrella inside out or blow a tree over? Hey, what about windy. I have seen wind do this, and that starts with a “w.” “I didn’t think I knew it but I did!”    Let’s see if can do it again. (Read up to the word rainy on page 9)Uh-oh, another tricky word! Good readers take a good look at the picture, then look at the first part of the word and then take a good guess at what the word could be. So this picture has two little girls in rain coats and it has people standing under umbrellas. The word starts with an “r”. Do I know a weather word that starts with an “r” that would cause people to wear raincoats and use umbrellas? How about rainy!  I took a good look at the picture, then I looked at the first part of the word and then I guessed what the word could be.  “I didn’t think I knew it but I did!”  (Repeat with more tricky word if needed.) |
| Active Involvement:  Now I want you to try looking at the pictures, looking at the first part of the word and making a guess for what the tricky word might be.  (Teacher reads up to the word sunny on page 10 and then stops.)Okay, we came to a tricky word and I want you to look at the picture and look at the first sound. Turn and tell a neighbor what you think the word might be.  I heard some good guesses. Now let’s talk about it. What do you see in the picture? (Let students chime in).Okay, we see a bright sun in the sky and a beach with people in swimsuits. The word starts with an “s”, did anyone guess a word that they think makes sense? (Call on students to give you their guesses). Wow! You didn’t think you knew it but you did! Now listen again while I keep reading and when I get stuck, I want you to look at the picture, look at the first sound and tell your partner your guess.  (Read page 11 and stop on the word cloudy.)Uh-oh, I am stuck. Please look at the picture and at the first sound and tell your partner your guess.  Say, “I didn’t think I knew it but I did!” Great job! |
| Link: (1-2 minutes)  Readers it is time for you to go off and read your own informational books. When you do remember that when you come to a tricky word, look at the picture then the first part of the word and think of some possible guesses. Say to yourself, “I didn’t think I knew it but I did!” |
| Mid-Workshop Teaching Point: |
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| **Unit 4 Mini Lesson 10** | **1.RML.4-10** |

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| **Unit of Study:** | Nonfiction readers learn about the world |
| **Goal:** | Tackling tricky words in nonfiction |
| **Teaching point:** | Readers can break tricky words into parts by starting from the beginning and moving all the way across the word.  Los lectores separan las palabras en silabas para averiguar palabras difíciles. |
| **Catchy phrase:** | “Break it down” “Separar las sílabas” |
| **Text:** | Unfamiliar text (Example: Earth and Moon Sunshine Big Book by Fred and Jeanne Biddulph) |
| **Standard:** | 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Yesterday we used the picture and first part of the word to figure out the tricky word. Today we are going to break tricky words into parts starting from the beginning and moving all the way across the word.  To help us remember this: “Break it down” |
| **Teach:**  Watch me when I am reading informational books and I come to tricky words. I start from the beginning and I move all the way across the word. I can look at the vowels and the few letters after the vowels and try to read the word in parts.  (The teacher models by stopping at a tricky word, and using her finger points to the beginning part of the word and moves her finger across the word, as teacher does this she/he says to self ): Millions: Mil - li - ons, milli-ons, millions! (In Spanish, use the syllables.)  “Break it down” (Repeat several times.)  Readers can break tricky words into parts by starting from the beginning and moving all the way across the word. |
| **Active Involvement:**  (Teacher can choose to use same text or different text.)  (The teacher stops at the tricky word and writes it down in large print.) Hmmmm...  Partner A, read the tricky word to your partner.  Partner B, remind your partner to:  “Break it down”  (Repeat with a different word having Partner B figure out the word.)  Readers can break tricky words into parts by starting from the beginning and moving all the way across the word. |
| **Link:**  Readers, it is time for you to go off and read informational books. When you do, remember that when you come to a tricky word, you start from the beginning and move all the way across the word, saying to yourself:  “Break it down” |
| **Mid-Workshop Teaching Point: Sometimes** readers try and try, but can’t figure out a tricky work. Here’s a strategy that you can do when this happens. Write down the tricky word that you can’t figure out so that you can ask for help. |
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| **Unit 4 Mini Lesson 11** | **1.RML.4-11** |

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| **Unit of Study:** | Nonfiction readers learn about the world |
| **Goal:** | Tackling tricky words in nonfiction |
| **Teaching point:** | Readers build their reading vocabulary by not only knowing HOW to read the word, but also what the word MEANS.  Los lectores se aseguran de poder leer y entender el significado de las palabras nuevas que leen.  **Catchy Phrase**  “I can read AND understand it!” “Yo puedo leerlo Y entenderlo” |
| **Text:** | Unfamiliar text (Example: Patterns, Shapes and Symmetry, National Geographic) |
| **Standard:** | 1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *(1-2 minutes)*  Yesterday we broke words into parts starting from the beginning and working our way across the word. Today readers need to know more than HOW to read the word, they also need to know what the word MEANS. When you understand what the word means then you can say…  **“I can read AND understand it!”** |
| **Teach:**  (5-6 minutes)  Watch me… when I come to words whose meanings I don’t know, I need to stop and figure these out. I can ask myself these questions:  What does \_\_\_\_ mean?  Can the picture help me?  Then I reread this part to see if that helps me.  (Teacher will write these questions on sentence strips, displayed in front of the class and she will refer to this while doing think aloud.)  (Teacher models by using pg. 14. Teacher reads first paragraph.)  What does symmetry mean?  Can the picture help me? I see a line showing both sides of the giraffe’s head. I think symmetry means when something has one side that looks the same as the other side.  Let me reread this part to see if that helps me. (Teacher rereads.)  **“I can read AND understand it!”**  Remember, readers need to know more than how to read the word, they also need to know what the word means. When you understand what the word means then you can say…  **“I can read AND understand it!”** |
| **Active Involvement:**  (2-3 minutes)  Now I’m going to read until I come to a word I don’t know. I want you to think about what the word may mean. Help me figure it out. (Teacher refers to word and writes it in a visible place in large print.)  Now look at the word. Turn to your partner and ask each other these questions. (Point to questions.)  Repeat with 1-2 more examples. |
| ***Link:***  *(1-2 minutes)*Remember, readers need to know more than HOW to read the word, they also need to know what the word MEANS. When you understand what the word means then you can say…  **“I know the word and I understand it!”** Now it’s time to read with a partner – off you go! |
| **Mid-Workshop Teaching Point:**  I can ask myself is there a glossary that I can use to check my idea? Show students an example of a glossary in the back of a book. |
| **Share:** |

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| **Unit 4 Mini Lesson 12** | **1.RML.4-12** |

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| **Unit of Study:** | Nonfiction readers learn about the world |
| **Goal:** | Tackling tricky words in nonfiction |
| **Teaching point:** | Readers figure out tricky words by using the pictures and labels.  Los lectores usan las ilustraciones/fotos para averiguar palabras difíciles.  **Catchy phrase**:  Would \_\_\_\_\_\_\_\_\_ make sense here? ¿La palabra \_\_\_\_\_\_\_\_ tendría sentido? |
| **Text:** | Unfamiliar text (Patterns, Shapes, and Symmetry, National Geographic) |
| **Standard:** | 1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:** (1-2 minutes) Yesterday, we learned that readers need to know more than just how to read the word, they need to know what the word means. Today we are learning that when we get to a tricky word, we can look at the photograph and talk about what we see. We can use the words we say to help us figure out the tricky word.  Then we can say |
| **Teach:**  (5-6 minutes)  (Teacher reads pg. 10, words above the raccoon. Teacher stops before the word circle.)  Here’s a tricky word. (Point to word circle.) I’m going to look at the picture, talk about it and see if I can figure this word out. Hmmm...I see the raccoon looking out of the tree. It’s a hole like a circle.  I can ask myself, “Would raccoon make sense here?” (Teacher rereads sentence with raccoon.) No, that doesn’t make sense. I’m going to try again.  Would circle make sense here? (Teacher rereads sentence with circle.)  Yes, that makes sense.  (Teacher repeats the same process with 1-2 more examples.)  Remember, when we get to a tricky word, we can talk about the photograph to figure out the tricky word. Then we are able to say,  Would \_\_\_\_\_\_\_\_\_ make sense here? |
| **Active Involvement:**  (2-3 minutes)  (Teacher stops at a tricky word and writes it down in large print.)  Partner A, look at the photograph and talk about the picture. Tell your partner several words that it could be. Partner B asks “Would \_\_\_\_\_\_\_ make sense here?” Then Partner A decides if it could make sense and what they think the word is.  (Teacher repeats this with another example and Partner B starts first.) |
| **Link:**  (1-2 minutes)Readers it is time for you to go off and read informational books. Remember that when you get to a tricky word, you can talk about the photograph to figure out the tricky word. Then say,  Would \_\_\_\_\_\_\_\_\_ make sense here? |
| **Mid-Workshop Teaching Point:** Teach students to use labels in pictures to help them when they get stuck on tricky words. (pg. 14 and 15 have examples) |
| **Share:** |

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| **Unit 4 Mini Lesson 13** |  |

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| **Unit of Study:** | #4 Nonfiction readers learn about the world. |
| **Goal:** | Nonfiction readers see more than the text on the page. |
| **Teaching point:** | Readers understand what the page is about by looking at both the pictures and the words. pg. 71  Los lectores revisan las imagines y las palabras para entender de qué se trata el libro.  Catchy phrase: Check the picture! Check the words! What’s it about?  Revisa la imagen, revisa las palabras. ¿De qué se trata esta parte? |
| **Text:** | Unfamiliar nonfiction text (Inventions, National Geographic) |
| **Standard:** | 1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  When we read fiction books we learned that readers don’t just read the words. They also use the pictures to figure out what’s going on in the story. In non-fiction, we’re learning information! Just like in fiction, when we read nonfiction, we have to use the pictures and the words to understand the information on that page. We “Check the picture! Check the words! And ask ourselves, “What’s it about?” TPR: “Check the picture (check mark in air), Check the words (check mark in air) What’s it about? (hands in the air as if asking a question). |
| **Teach:** Demonstration!  (Teacher reads all of page 6.)  Hmmm....I wonder what this is about. I’m going to:  Check the picture! I see an old sewing maching and a new one.  Check the words! (Teacher rereads page.)  And then I think about what it’s about.  This part is about how inventions are new things that help people. She can sew faster with this new machine.  Did you see how I checked the picture? Then I read the words on the page. Now I understand what this part is about.  TPR: “Check the picture (check mark in air), Check the words (check mark in air), What’s it about? (hands in the air as if asking a question). |
| **Active Involvement:**  (Choose another page from the same book or use pg. 8 from Inventions book.)  It’s time to practice.  I’m going to read the page. (Teacher reads the page.)  Check the picture and talk about what you see with your partner.  Check the words. (Teacher rereads the words.) Talk about what I read with your partner.  Partner A, say to your partner, “What’s it about?”  Partner B say, “This part is about \_\_\_\_\_\_\_\_\_\_\_\_\_\_.”  (Repeat with a new page and having partner B ask “What’s it about? and Partner A responding.) |
| **Link:**  Send students off with a purpose… (1-2 minutes)  “Now you’re going to try this with your own books. Remember to check the picture, check the words, ask yourself what the page is about:  TPR: “Check the picture (check mark in air), Check the words (check mark in air), and What’s it about? (hands in the air as if asking a question). |
| **Mid-Workshop Teaching Point:**  Find an example of someone doing the TPR and restate the teaching point. Remind kids to do it. |
| **Share: Look for 2-3 students who have done a good job with the TP. Have them share.** |

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| **Unit 4 Mini Lesson 14** | **1.RML.4-14** |

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| **Unit of Study:** | #4 Nonfiction readers learn about the world. |
| **Goal:** | Nonfiction readers see more than the text on the page. |
| **Teaching point:** | Nonfiction readers understand topics more deeply by making connections to other books they have read and to the world around them.  Los lectores hacen conexiones con otros libros que han leído y con el mundo a su alrededor para entender mejor su tema. |
| **Catchy Phrase** | I made a connection. (Make connection hand sign with fingers linking.)  Hice una conexión. |
| **Text:** | The Earth by National Geographic, Encyclopedia of Places by iOpeners, or Nonfiction text should be unfamiliar to students but have similar content to a previously read fiction or NF text. |
| **Standard:** | 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Boys and girls, you are super good at making text-to-self connections. But did you know we can also make connections to other books (or texts) and to what we learn from the world?  Today we’re going to really focus on these connections that we can make when we read nonfiction books.  Nonfiction readers make connections to other books they have read and to the world around them.  These connections are called “text-to-text” and “text-to-world” connections. (Do any hand signals that your kids know for these types of connections). When we have one of these connections we say “I made a connection.” (Link fingers and make connection sign.) |
| **Teach:** Here’s how it works! I’m going to read page 6 of The Earth. As I read this page, I am going to be thinking about what it reminds me of, what I’ve read in other books or what is going on in the world. (Read the page.) Oh, I have a text-to-text connection. (Do the hand sign.) This reminds me of ......when I was reading the book Encyclopedia of Places. It also had a page about mountains!  I also have a text-to-world connection!  This reminds me of watching Discovery Channel last night and it was telling about the Himalayas which are giant mountains in India. This is a text-to-world connection! These mountains are in the world, in real life!  (Repeat this process another time with both text-to-world and text-to-text. Maybe try to make a TT connection with a fiction book you’ve read before, or deliberately read a fiction book the day before to prompt this type of connection.)  Remember... Nonfiction readers understand topics more deeply by making connections to other books they have read and to the world around them. |
| **Active Involvement:**  (Choose another page from the same book or another book that will lend itself to a connection. Read the page.)  Partner A, turn to your partner and share a connection that you had from this page.  Remember to say, “I made a connection.” (They should do the appropriate hand signal and try to add if it’s a TT or TW connection.)  Partner B, now it’s your turn to share a connection that you had from the same page.  Remember to say, “I made a connection.” (They should do the appropriate hand signal and try to add if it’s a TT or TW connection.) |
| **Link:**  Now you’re going to do this with your own books. When you have a TT or TW connection, do the hand signal and say, “I have a connection.” Remember...  Nonfiction readers make connections to other books they have read and to the world around them. |
| **Mid-Workshop Teaching Point:**  Thumbs up if you’ve made a text-to-text connection. Thumbs up if you’ve made a text-to-world connection. Now here’s a way to catch and KEEP your connections. We can mark these with sticky notes. (Teacher models how to write a sideways 8 on a sticky note and then sticks it in the book on the page where the connection was made.)  (Logistically: you may want to pull the whole class back to the carpet, model this and pass out stickies. ) |
| **Share:**  **Look for 2-3 students who have done a good job with the TP. Have them share what they did.** |

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| **Unit 4 Mini Lesson 15** | **1.RML.4-15** |

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| Unit of Study: | #4 Nonfiction readers learn about the world. |
| Goal: | Nonfiction readers see more than the text on the page. |
| Teaching point: | Nonfiction readers ask questions as they read by saying, “I wonder…” and using question words.  Los lectores se hacen preguntas cuando leen, diciendo “Me pregunto…”y usando palabras interrogativas. |
| Catchy Phrase: | I wonder...  Me pregunto... |
| Text: | Life Cycles of Animals National Geographic |
| Standard: | 1.RI.1 Ask and answer questions about key details in a text. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  You guys are getting really good at making connections while you read. Today we’re going to talk about something else that you probably are already doing. Have you ever been reading a book and a question pops into your head? It’s important to ask these questions as we read and try to find the answers. Sometimes we can find the answers in the book that we are reading and sometimes we can’t. Here’s a list of question words (refer to prepared question chart) that we might use to start our thinking because...  Readers ask questions as they read. By saying, “I wonder…(fill in with words from chart).” |
| **Teach: (**Read pages 10-11.)  Here it says that the mammal parents take care of their babies and the fish parents don’t.  I wonder... (Teacher points to “Who” on the question chart.) Who takes care of reptile babies?  Let’s see if we can find the answer on the next page.  (Turn to next page and glance over it.)  I don’t think it is talking about reptiles anymore. I’ll keep this question in my mind.  (Only read first paragraph on top of pg. 14.)  I wonder... (Teacher points to “Which” on the question chart.) Which of these animals changes colors?  Let’s read more and look for the answer.  (Continue reading about each animal on pages 14-15.)  Oh, it says that the trout changes color.  Remember...  Readers ask questions as they read. |
| **Active Involvement:**  Now we are going to practice asking question with our partners. We’re not going to worry about finding the answers right now.  Partner A, I’m going to read a page and your job is to tell your partner the question that you had. Remember to look at the question chart if you need to. (Read pg. 9.)  OK partner A, start with “I wonder...” and ask your question.  (Share a couple of questions that you heard.)  Partner B, it’s your turn. Look at the same page and tell your partner your question.  Start with “I wonder...” and then ask your question.  Remember...  Readers ask questions as they read. |
| **Link:**  Now you’re going to do this with your own books. When a question pops into your head, say “I wonder…” and ask your question.  Readers ask questions as they read. |
| **Mid-Workshop Teaching Point:**  Sometimes readers want to remember their questions just like we did with our connections. We can mark these with sticky notes. (Teacher models how to write a question mark on a sticky note and then sticks it in the book on the page where they had a question. Advanced writers can write out their question.) |
| **Share:**  **Look for 2-3 students who have done a good job with the TP. Have them share what they did.** |

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| **Unit 4 Mini Lesson 16** | **1.RML.4-16** |

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| **Unit of Study:** | #4 Nonfiction readers learn about the world. |
| **Goal:** | Nonfiction readers see more than the text on the page. |
| **Teaching point:** | Nonfiction readers understand the text by imagining themselves in the picture and thinking: “What do I see, feel, hear, smell, or taste?”  Los lectores entienden el texto cuando se imaginan dentro del libro y piensan: ¿Qué veo, siento, oigo, huelo, y saboreo? |
| **Catchy Phrase:** | I can make a movie in my mind.  Puedo hacer una película en mi mente. |
| **Text:** | Thomas Edison, National Geographic |
| **Charts:** | Chart of 5 senses with sentence frame, “What do I...see, feel, hear, taste, smell?” (Add a picture of each of the body parts used with that sense next to it.) |
| **Standard:** | 1.RI.2 Identify the main topic and retell key details of a text. (Visualization supports remembering key details.) |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Remember when we learned how to make movies in our minds when we read stories? We can make movies in our minds with nonfiction books too to help us understand what we are reading! We can use our 5 senses to think about what it would be like to be part of the book.  Readers understand the text by imagining themselves in the picture and thinking: What do I see, feel, hear, smell, taste? |
| **Teach:** I’m going to show you how I can understand the book better by making a movie in my mind.  (Read pages 4-5.)  I can make a movie in my mind.  I can hear the sound of the phonograph. It’s crackly like old time music. Then my movie changed and I heard the CD and it sounded really clear like the music I hear today.  See how I was able to understand more what I read when I made the movie in my mind?  (Read pages 6-7.)  I can make a movie in my mind.  Wow! In my head, I can see a dark room. Then, I touch the lightswitch and turn it on, and the room is bright.  Readers understand the text by imagining themselves in the picture and thinking: What do I see, feel, hear, smell, taste? |
| **Active Involvement:**  It’s your turn to practice. (Read pages 8-9.)  Now, say to yourself, “I can make a movie in my mind.” (Students say the catchy phrase.)  Now tell your partner the sense that you are using and describe the movie that you was in your head. |
| **Link:**  Now you’re going to do this with your own books. As you read, stop and make a movie in your mind with your 5 senses because...  Readers understand the text by imagining themselves in the picture and thinking: What do I see, feel, hear, smell, or taste? |
| **Mid-Workshop Teaching Point:**  We’ve been using sticky notes to mark our thinking. Now we can show where we have made a movie in our minds and which of the 5 senses we have used by drawing an eye, ear, nose, mouth or hand on a sticky note and putting it on the page where we made the movie. (Model for students how to do this.) |
| **Share:**  **Look for 2-3 students who have done a good job with the TP. Have them share.** |

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| **Unit 4 Mini Lesson 17** | **1.RML.4-17** |

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| **Unit of Study:** | Non-Fiction Readers Learn about the World Unit 4 |
| **Goal:** | Readers can Read More Than One Book about a Topic to Compare and Contrast |
| **Teaching point:** | Reading club members respect their partners by listening to them with their whole bodies (eyes, ears and bodies).  Los compañeros se muestran respeto escuchándose atentamente entre ellos. .  Pages 74-75 describes how to set up club work. |
| **Catchy Phrase:** | “I listen with my whole body”  ¡Escucho atentamente! |
| **Text:** | A familiar non-fiction big book. |
| **Standard:** | none |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We have learned how to read to ourselves and we have learned how to read with a partner. Today we get to learn how to read in a book club. A book club is a group of students who want to read and learn about the same topic. In your book club you will get to read nonfiction books and talk about what you learned. Today, we are going to practice how book club members show respect book club members respect their partners by listening to them with their whole bodies. |
| **Teach:**  When we are participating in our book clubs, it is really important that we listen to what everyone is reading and saying. We need to do this so that we are able to talk about what is being read and said by the other members in our clubs. In order to do this we need to listen respectfully with our whole bodies. Watch and listen as I show you what it looks and sounds like to listen with my whole body.(Teacher chooses a student to read one brief page from a nonfiction book. The teacher models the correct way to listen using their whole body. )  Did you see that? Did you see what I did? I listened with my whole body. I listened with my eyes, with my ears, with my mouth and with my body. My eyes were on the reader. My body was calm and my hands in their place and my mouth was quiet. I listened respectfully. I did a really good job because reading club members listen with their whole bodies. |
| **Active Involvement:**  Now watch again and see if I do a good job listening with my whole body. This time, you get to tell me how I did with your thumbs (teacher does a really horrible job while a student reads the next page in the text).  How did I do? Show my thumbs up if I did a great job. Thumbs to the side if I could have done better. Your right! I did not do too well. Talk to your elbow partner about what I should have done better.  That’s right! I heard lots of you telling your partners that I needed to have a calm body and that my eyes needed to stay on the reader. You guys are great! You are all ready to respect your partners by listening to them with your whole body. |
| **Link:**  Now you get to go take turns reading and listening respectfully. I have tubs of books for each club. Each member will get to choose a book then, you will take turns reading a book or page and listening with your whole body. Remember that book club members show respect for their partners by listening to them with their whole bodies. |
| **Mid-Workshop Teaching Point:**  Gather students back together into their clubs and remind about the teaching point…Reading club members listen with their whole bodies. |
| **Share:** Pick out students who were extra respectful and successful at listening with their whole bodies. |

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| **Unit 4 Mini Lesson 18** | **1.RML.4-18** |

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| **Unit of Study:** | **Non-Fiction Readers Learn about the World Unit 4** |
| **Goal:** | Readers can Read More Than One Book About a Topic to Compare and Contrast |
| **Teaching point:** | Reading club members research what they want to know by asking 3 questions.  Los compañeros de lectura se hacen 3 preguntas para averiguar lo que quieren saber. |
| **Catchy Phrase:** | 1, 2, 3! |
| **Text:** | Different Dogs by Jane Donnelly (National Geographic) and an unfamiliar text |
| **Standard:** | 1.RI.1 Ask and answer questions about key details in a text. |

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| **Mini Lesson: (**7-10 minutes total) Students **sit on rug in club groups.**  **Connection:**  “Yesterday we read non-fiction books in our reading clubs. Today we want to explore three things we want to research in our groups, because reading clubs research what they want to know by asking 3 questions. 1, 2, 3! |
| **Teach:**  Demonstration  Teacher models through a think-aloud using the book from the day before, “Hmmm, what are 3 things that I want to know about baby birds? 1! (show your finger) What do they eat? 2! (show 2 fingers) Where do they sleep? 3! (hold up 3 fingers) How do baby birds get from one place to another since they don’t know how to fly yet? These are 3 questions I want to try and find answers to while I read with my book club.  (Be sure to give lots of ideas for questions to research and how to find the answers in your book.)  Okay I have my 3 questions, now I need to see if I can find the answers in my book. (open to pages 2/3)  Baby birds need their families. Hmm, that doesn’t tell me where they sleep or what to eat, but it shows me in the picture that the baby birds can walk! That was one of my questions and I found the answer in my book! Readers research what they want to know by asking 3 questions.  (Read page 4/5) A baby bird needs to be safe. That doesn’t answer any of my questions so I am going to keep reading.  (Read page 6/7) Baby birds need food. Hmmm, one of my questions asked what baby birds eat. It doesn’t say in the text, but can you answer the question by looking at the pictures? Can you turn and tell a neighbor what baby birds eat?  Yes! They eat worms! I answered one of my questions! |
| **Active Involvement:**  Now, we are going to practice with one of our own books.  Pull out one of your book club books.  Think about 3 questions that you would like to research about that topic. (Give students think time.)  Partner A, tell your partner your 3 questions.  Partner B, tell your partner your 3 questions. |
| **Link:**  Now it’s time for you to work in your group and share your ideas. Your group will need to write down the 3 questions that your group wants to research because reading clubs research what they want to know by asking 3 questions. 1, 2, 3! |
| **Mid-Workshop Teaching Point:**  “Let’s stop and think about making a plan for ***who*** will research each of the three things your group chose to explore: 1, 2, 3!” |
| **Share:** |

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| **Unit 4 Mini Lesson 19** |  |

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| **Unit of Study:** | #4 Nonfiction readers learn about the world. |
| **Goal:** | Nonfiction readers can compare and contrast by reading more than one book about a topic. |
| **Teaching point:** | Book club members compare and contrast information by reading many nonfiction books.  Los compañeros de lectura comparan y contrastan diferentes libros de no ficción. |
| **Catchy Phrase:** |  |
| **Charts:** | Compare and Contrast chart with variety of sentence frames (see chart below) |
| **Text:** | Families, and In My Family National Geographic |
| **Standard:** | 1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Remember the other day when we were making text-to-text connections? When we did that, we were comparing to books and stating how they are the same. Today we will use language to compare, talk about how books are the same and contrast, talk about how they are different, because...    Book clubs compare and contrast information by reading many nonfiction books. |
| **Teach:** I’ve been reading about families. Here are some of my books. (Show them your two books about families.)  I’m going to use this chart that has different ways to compare and contrast books. (Teacher reads chart to students.)  Now I’m going to use the chart to help me compare and contrast these two books.  (Teacher reads pg. 3 from In My Family and pg. 15 from Families.)  (Teacher points to chart.)  These books are the same because they both have families that are using computers.  (Teacher reads pg. 8 from In My Family and pg. 7 from Families.)  (Teacher point to chart.)  In this book, there is a small family but in this book their is a large family. |
| **Active Involvement:**  Now it’s your turn to practice. I’m going to read two pages and you will get to choose a sentence to use with your partner.  (Read page 8 from In My Family and page 15 from Families.)  Partner A, think of a sentence that you can say to compare or contrast these books.  (Listen and share a couple of examples that you heard.)  Now partner B is going to practice. Partner B, your going to compare two pages from the same book.  (Read page 6 and 7 from In My Family.)  Partner B, choose a sentence to either compare or contrast these pages and share it with your partner.  Book clubs compare and contrast information by reading many nonfiction books. |
| **Link:**  Now you’re going to do this with your own books on your own for 10 minutes. I’m going to give you 4 sticky notes to mark 2 pages in your books that compare something and 2 pages in your books that contrast something. This way you’ll be ready to share something when we get together with our book clubs. Remember to use the Compare and Constrast chart to think about what you will say.  Book clubs compare and contrast information by reading many nonfiction books. |
| **Mid-Workshop Teaching Point:**  Now you will get together with your book club and take turns sharing what sentence comparing your books and one sentence that contrasts your books. (You may use talking sticks to facilitate sharing of ideas.) |
| **Share:**  Look for 2-3 students who have done a good job with the TP. Have them share. |

**Compare and Contrast Chart**

Both books say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Both books have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This books says\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and so does this book.

These books are the same because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

On this page \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ but on this page \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

In this book \_\_\_\_\_\_\_\_\_\_\_\_ but in this book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The difference between \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.