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*Taking Charge of Reading*

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| **Grade 2 Reading Unit 2**  **Unit of Study Planning Template** | Dates |

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| Unit 1: | Taking Charge of Reading |
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| Goals: | * Helping children make decisions based on habits, volume and stamina * Reading is thinking-before, during and after * Partners can talk about books to grow ideas * Being an independent problem solver |
| *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* |
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| Essential Questions: |  |
| *(These should be aligned with Goals.)* |
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| Standards | 2.RL.1: Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.  2.RL.5: Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.  2.RL.7: Use information gained from the illustrations and words, in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  2.RI.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.  2.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.   2.SL.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by linking their comments to the remarks of others.   2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 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. |
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| Key Vocabulary: | |  |  |  | | --- | --- | --- | | Volume |  |  | | Stamina |  |  | | Goals |  |  | | Problem-solver |  |  | | Resolution |  |  | | Fluency |  |  | | Comprehension |  |  | | Predict |  |  | | Interesting |  |  | | Strategy |  |  | | Partnership/partner |  |  | | Invent |  |  | | Re-read |  |  | | Reading log |  |  | | Just right books |  |  | | Reflect |  |  | | Characters |  |  | | Active listening |  |  | | Accuracy |  |  | | Smooth reading |  |  | | |
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| Anchor Texts: | Crisantemo/ Chrysanthemum by Kevin Henkes  Fly Away Home by Eve Bunting  The Parrot Tico Tango by Anna Witte  The Colors of Us by Karen Katz  Books by Mo Willems  Me gusta como soy by Nancy Carlson  When Sofie Gets Angry Molly Bang  El primer dia de escuela de Raton by Lauren Thompson & Buket Erdogan  The Golden Rule by Ilene Cooper  The Gum Chewing Rattler by Joe Hayes | |
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| Other Resources: |  | |
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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*  *(focus on lowest students first)*   * DRA for ***lowest students*** * Sound/Letter ID for ***lowest students*** * Spelling inventory * High frequency words * Informal running records (fluency and pacing, retell of important events) | *SUMMATIVE* |

**At A Glance Planner**

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| **UNIT 1** | Taking Charge of Reading |

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| **GOAL:1**  Helping children make decisions based on habits, volume and stamina | **GOAL: 2**  Reading is thinking-before, during, and after. | **GOAL: 3**  Partners can talk about books to grow ideas. | **GOAL: 4**  Being an independent problem solver. |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers make decisions about their reading lives by choosing just right books. (p.17, 29)   2.RML.1-1   * Readers can check if a book is just right by ensuring that they are reading smoothly. (p.19,30)   2.RML.1-2   * Readers learn from others by talking and listening to each other (p. 20-21, 30)   2.RML.1-3   * Readers push themselves to read more by keeping track of how much they have read. (p. 18,19,30)   2.RML.1-4   * Readers push themselves to read more by setting goals. (p. 19-20, 30-31)   2.RML.1-5   * Readers read smoothly and quickly with understanding by rereading over and over.   (p. 20, 31) 2.RML.1-6 | * Readers become grown-readers by always thinking about their reading before during and after reading.   (p.21, 30)  2.RML.1-7   * Reader put a story together by thinking about how each part fits together. (p. 21, 31)   2.RML.1-8   * Readers notice when something doesn’t make sense and they go back and reread to fix it. (p. 22,32)   2.RML.1-9   * Readers relate to their character by paying attention to how characters feel and why. (p.22,31-32)   2.RML.1-10 | * Good reading partners support each other by helping each other to understand their books better (p.24,32)   2.RML.1-11   * Good reading partners actively listen to one another by responding to what their partner tells them. (p.24,32)   2.RML.1-12   * Good reading partners prepare to work by marking places in their books to share. (p.24,32)   2.RML.1-13   * Good reading partners recommend books to each other so that they can talk knowledgably. (p. 26, 32)   2.RML.1-14   * Good reading partners prepare and plan for partner reading by finding new ways to talk about their books. (p. 24,33) 2.RML.1-15 | * Readers recognize when something doesn’t make sense and find the confusing part. (p. 25,33)   2.RML.16   * Readers solve words by thinking about the word parts (p.25,33)   2.RML.17   * Readers solve words by thinking about what is happening and what makes sense. (p. 25,33)   2.RML.18 |

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| **WORKSHOP CALENDAR FOR:** | | Grade 2 Unit 2 | Dates: |
| **Unit of Study: Unit 2** | Taking charge of reading | |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  | Mini-lesson choice (procedures) | Mini-lesson choice  (procedures) | Readers make decisions about their reading lives by choosing just right books. (p.17, 29)  2.RML.1-1 | Readers can check if a book is just right by ensuring that they are reading smoothly. (p.19,30)  2.RML.1-2 |
| Readers learn from others by talking and listening to each other (p. 20-21, 30)  2.RML.1-3 | Readers push themselves to read more by keeping track of how much they have read. (p. 18,19,30) 2.RML.1-4 | Readers push themselves to read more by setting goals. (p. 19-20, 30-31)  2.RML.1-5 | Readers read smoothly and quickly with understanding by rereading over and over.  (p. 20, 31) 2.RML.1-6 | Mini-Lesson Choice |
| Readers become grown-readers by always thinking about their reading before during and after reading. (p.21, 30) 2.RML.1-7 | Reader put a story together by thinking about how each part fits together. (p. 21, 31  2.RML.1-8 | Readers notice when something doesn’t make sense and they go back and reread to fix it. (p. 22,32)  2.RML.1-9 | Readers relate to their character by paying attention to how characters feel and why. (p.22,31-32)  2.RML.1-10 | Mini-lesson choice day |
| Readers can read many sight words easily and with automaticity. (p. 40, 47) 2.RML.2-9 | Good reading partners support each other by helping each other to understand their books better (p.24,32)  2.RML.1-11 | Good reading partners actively listen to one another by responding to what their partner tells them. (p.24,32)  2.RML.1-12 | Good reading partners prepare to work by marking places in their books to share. (p.24,32)  2.RML.1-13 | Good reading partners recommend books to each other so that they can talk knowledgably. (p. 26, 32)  2.RML.1-14 |
| Good reading partners prepare and plan for partner reading by finding new ways to talk about their books. (p. 24,33)  2.RML.1-15 |  |  |  |  |

**Unit of Study Assessment Checklist**

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| *Grade 2 Unit 1- Taking Charge of Reading* |

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| Name | I can choose a just right book | I can use a reading log | I can read quickly and smoothly | I notice when something doesn’t make sense and I fix it | I can determine how characters fell and why | I can actively listen and respond to my partner | I can prepare to share with my partner | I can use a variety of strategies to solve problems. | Notes |
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**-**= Beginning √= Developing += Mastery

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| **Unit 1 Mini Lesson 1** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Helping Children Make Decisions Based on Habits, Volume, and Stamina. |
| **Teaching point:** | Readers make decisions about their reading lives by choosing just right books. |
| **Catchy Phrase** | Second grade readers become the boss of their own reading! |
| **Text:** | Three books: easy, just right, and frustration level text |
| **Chart:** | Begin to create a Teaching Point with visual poster which you add to each day. |
| **Standard** | 2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  You’ve all been in school for two years, and this is your third year of school! This year, you are going to become big second grade readers! Yay! This is a more grown up year, where you will start to make decisions about your own reading life.  In Kindergarten and First grade, your teachers helped you pick books that were just right for you. This year, you are going to pick your OWN books!  Big second grade readers learn how to take control of their own reading! One way they do this is by choosing books that interest them and that are at their just right level. Second grade readers become the boss of their own reading! |
| **Teach:** (5-6 minutes)  Today, I’m going to show you how second graders can become bosses of their own reading. Choosing books, where to sit, how to prepare to read a book, whether or not to write things on post-its  Notice how our library is set up? I see a big section of books in tubs with letters on the front of them. I also see tubs with labels and pictures on them that tell me what the books are about. Like, look at that one right there. It says Oceans and has a picture of a whale on it.  The tubs with letters are set up by level. They will help you when you are looking for just right books. But we also want you to be able to choose some of your own books and figure out if they are just right.  Watch me as I choose a book that is just right for me. I’m going to become the boss of my own reading. (Teacher picks up a SUPER TECHNICAL educational book from his/her bookshelf and struggles reading it.) Hmm…I really struggled to read this book, AND it was kinda’ boring! I couldn’t read fluently, so I think it was a bit too difficult. This is NOT my level. I’m going to keep looking because I’m becoming the boss of my own reading. (Teacher grabs a SUPER easy book and flies through it, and looks bored.) Wow! Boring! That was WAY too easy for me. I read it sooooo fast, and there was nothing to keep my attention. This is NOT a good fit for me. I’m going to keep looking because I’m becoming the boss of my own reading.  (Teacher grabs a book that is just right (ie: you might choose a level 20 book so that it is appropriate for them too. Read with fluency and expression. ) Ahh…that felt so good to read! I understood it, and I was interested in it. This is a good book for me. I’m going to read this book because I am the boss of my reading. Every time I look for a book, I’m going to work on becoming my own reading boss. |
| **Active Involvement:** (2-3 minutes)  Now, you are going to help me practice becoming the boss of my own reading . (Note: If you already have reading buddies set up based off of last year’s data, you can use them here. If not, they can just practice with the person next to them.) I’m going to read a page from a book, and I want you to think about whether or not it is a good fit for me, and why. Then, you will tell your partner what you think and why. We will take turns, so partner A will talk the first time and B will listen.  (Teacher models reading from a book that is too hard.) Okay, Partner A, tell partner B if you think I chose a book that was right for me, or not. Don’t forget to say why. (Teacher listens in on student pairs.) I heard \_\_\_\_ say that the book was too hard for me because I struggled with the words.  (Teacher models reading from a just right book.) Okay Partner B, tell partner A if you think I chose a book that was right for me, or not. Don’t forget to say why. (Teacher listens in on student pairs.) I heard \_\_\_\_ say that the book was just right for me because I read the words well.  I was the boss of my own reading just now. I picked a book that I could read fluently and I recognized when a book was too hard. You guys got a chance to practice what readers do when they are working on becoming their own reading boss. Great job! |
| **Link:** (1-2 minutes)  Okay everyone, now you are going to have a chance to begin filling your book bags. You can look through the tubs in our library/at your desks and choose two just right books during independent reading time. Remember, second graders become their own reading bosses by choosing just right books. If it’s too hard, it’s not right, so from now on be your own boss and go find another! |
| **Mid-Workshop Teaching Point:** Show me with your fingers how many books you chose. Raise your hand if you found a book that was too easy or too hard and you put it back and picked a better one. |
| **Share:**  Choose a student who did a good job knowing if a book was a just right book and ask them to share. |
| **Notes:**  \*\*\*Students will get a chance to practice finding good fit books during independent reading time.\*\*\*  There should be approximately eight books total in their bags. You might want to direct the students to choose five books from the leveled bins too. |
| **Materials**:  Gallon –sized Ziplock bags with students names on them. |

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| **Unit 1 Mini Lesson 2** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Helping Children Make Decisions Based on Habits, Volume, and Stamina. |
| **Teaching point:** | Readers can check if a book is just right by ensuring that they are reading smoothly |
| **Catchy Phrase** | If the book fits, it sounds like you’re talking. Si suene como que hablas, el libro te encaja. |
| **Text:** | A familiar book read during shared reading the prior day (ie: The Three Little Pigs)  A book that is WAY TOO HARD |
| **Chart:**  **Standard** | 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  Remember yesterday when I was the boss of my own reading by choosing books that were a good fit for me? That is so important! If the book fits, read it. If not, find another!  Today, we are going to talk about another thing that second grade readers can do to make sure their books are just right books. When we’re reading, we have a reason to do it. It’s to learn something new or just enjoy ourselves. Regardless of why you are reading, it is important to read smoothly. You can’t really enjoy yourself or learn something if you’re reading like a choppy robot. If the book fits, you can read it like you talk! If not, find another. |
| **Teach:** (5-6 minutes)  Today I’m going to read a page from a couple of books to see if they are a good fit for me. If I can read them in a way that sounds like I’m talking to someone, I’ll know that they are a good fit. I’m going to show you an example of a book that’s not a good fit; it won’t sound like I’m talking to someone. Then, I will show an example that IS a good fit; it WILL sound like I’m talking to someone.  (Teacher reads section of a HARD book in a choppy voice.) Did you hear me read that page? Wow! That was horrible! I butchered that sentence. I didn’t read smoothly like I would talk. That book isn’t a good fit for me.  Okay, we are going to try this again. I’m going to read a book that IS a good fit for me, and it’ll sound like I’m talking to someone. (Teacher reads “The Three Little Pigs”, where the wolf says, “Little Pig Little Pig, let me come in!” and threatens to blow down his house, with fluency and expression.) Wow, that was awesome! It sounded exciting, didn’t it? I sounded like the wolf, like I was really talking to the pigs. This book is a good fit for me! Because “If the book fits, it sounds like you’re talking./Si suene como que hablas, el libro te encaja.” |
| **Active Involvement:** (2-3 minutes)  (Read 3 different sentences from my Read Aloud books, pausing after each reading to have students tell their partner if the reading sounded like I was talking to someone, or not, and why/why not. Partners decide to give a thumbs up or to the side to show if the book was a good fit for me.)  Good job, guys! You really paid attention to whether or not it sounded like I was talking, and you decided if the book was a good fit for me or not. You could tell just by listening to how my reading sounded! I think you are becoming bosses of your own reading! Because you know that “If the book fits, it sounds like you’re talking./Si suene como que hablas, el libro te encaja.” |
| **Link:** (1-2 minutes)  From now on, whenever you are choosing books to read, remember “If the book fits, it sounds like you’re talking. Si suene como que hablas, el libro te encaja.” Today, you’ll have a chance to pick one more book for your book bag. Remember to read a few pages, and make sure that you sound like you’re talking to someone. If you don’t, the book is not a good fit for you. Keep looking! |
| **Mid-Workshop Teaching Point:**  Check in: Thumbs up if your reading sounds like you’re talking to someone. Anyone want to show us? OK, thank you, \_\_\_\_\_. [They share.] Great job, \_\_\_\_\_\_! |
| **Share:**  Choose a student who found a book that WASN’T a good fit, and have them share why it wasn’t, and which book they replaced it with. They read a page from each one to demonstrate. |
| **Notes:**  \*\*\*During independent reading time, students choose one more good fit book.\*\* |
| **Materials**: |

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| **Unit 1 Mini Lesson 3** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Helping children make decisions based on habits, volume, and stamina |
| **Teaching point:** | Readers learn from others by talking and listening to each other (procedural) |
| **Catchy Phrase** | Remember we can learn more from books by talking about them with others |
| **Text:** |  |
| **Chart:**  **Standard** | Chart of what an active listener does/reading partner procedures  2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peer and adults in small and larger groups. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  Remember yesterday how we talked about picking just right books. When we choose just right books we can better understand what we are reading. Another thing we can do to help improve our reading comprehension is to talk about our books with a partner. |
| **Teach:** (5-6 minutes)  Today I will show you how to read with a partner and talk about the book. Teacher models reading part of a book and shares a funny/interesting/important part. (Teacher models how partners take turns talking…A/B partner and what expectations are for being an active listener) Then teacher shares interesting part with her partner. Partner then shares with her. Remember we can learn more from books by talking about them with others. |
| **Active Involvement:** (2-3 minutes)  Teacher continues reading book and then has students share with each other about the part she has just read making sure that they follow the sharing procedure she has just explained. |
| **Link:** (1-2 minutes)  Now I want you to read and think about a part of the book that you want to share with your partner. Then, talk about what you notice or an important part of the story with your partner. Remember we can learn more from books by talking about them with others. Don’t forget that we take turns sharing and actively listen to our partners. |
| **Mid-Workshop Teaching Point:** Teacher points out how she notices that a particular pair of students are sharing well, listening and taking turns appropriately. Remember we can learn more from books by talking about them with others |
| **Notes:**  You might want to post listening and sharing expectations on the wall so students can see them. |
| **Materials**:  A book for the student partner to use while they share with you/class. Sticky notes. |

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| **Unit 1 Mini Lesson 4** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Helping Children make decisions based on habits, volume, and stamina. |
| **Teaching point:** | Readers push themselves to read more by keeping track of how much they have read. |
| **Catchy Phrase** | Good readers keep track of what they read. |
| **Text:** | During read aloud time: Read entirely: The Gum chewing Rattler by Joe Hayes or another book with a strong plot that leads to good think alouds. You will need to reference this book in lesson 7. |
| **Chart:**  **Standard** | Procedural  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  Today I want to remind you that just as you have goals that help you write a story well you also have goals that help you make a reading life for yourself. One goal that almost all readers have is this: we want to push ourselves to read more. One way to push ourselves to read more is to use a system for keeping track of how much we have read, so we can then look back and say, ‘Am I reading more?’  Good readers keep track of what they read. |
| **Teach:** (5-6 minutes)  Teacher uses projector to show students the reading logs and show students how they are to be filled in. |
| **Active Involvement:** (2-3 minutes)  Have students pull a book from their basket that they have read this morning and fill it into their reading logs. |
| **Link:** (1-2 minutes)  Today and every day, you will be using these reading logs. You will use a reading log at home to keep track of the books you read there and you will use them at school. Now you can read and don’t forget to use our reading logs. Remember, good readers keep track of what they read. |
| **Mid-Workshop Teaching Point:**  Don’t forget to fill in your reading logs as you finish each book because good readers keep track of what they read. |
| **Share:** |
| **Notes:**  Make sure all students have their book boxes (with books they can read in them) and reading logs before the lesson.  **During read aloud time: Read entirely: The Gum chewing Rattler by Joe Hayes or another book with a strong plot that leads to good think alouds. You will need to reference this book in lesson 7.** |
| **Materials**: reading logs, book boxes. |

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| **Unit 1 Mini Lesson 5** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Helping Children Make Decisions Based on Habits, Volume, and Stamina |
| **Teaching point:** | Readers push themselves to read more by setting goals -procedural |
| **Catchy Phrase** |  |
| **Text:** | During read aloud time: Read entirely: The Gum chewing Rattler by Joe Hayes or another book with a strong plot that leads to good think alouds. You will need to reference this book in lesson 7. |
| **Chart:**  **Standard** | Procedural  2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  Remember yesterday how we started to keep a reading log to help us keep track of what books we read so we can read more. Today I want to teach you that readers sometimes step back to think about ways to make our reading lives even better. We can get ideas by sharing them with one another and by talking to grown-ups, too, about what they do to take care of their reading lives. Today I want to teach you that you can make a new year’s resolution for yourself as a reader, even though it is not New Year’s day. |
| **Teach:** (5-6 minutes)  You can set goals for yourself to increase the amount of time you read each day. You can set a goal to read before school in the morning, on the bus or after school. You can read at night before you go to bed to increase the amount of time you read each day. (This would be a good time for teacher to introduce book bag system to take home books or what reading homework expectations/procedures are) |
| **Active Involvement:** (2-3 minutes)  Take a minute to think about when you could read more at home and write down your goal on a sticky. We are going to stick this on your homework folder/book bag and you can try to accomplish your goal each day. |
| **Link:** (1-2 minutes)  Turn to a partner and share your ideas with them. |
| **Mid-Workshop Teaching Point:**  N/A |
| **Share:**  Don’t forget to share your reading goals with your parents tonight when you go home. |
| **Notes:** |
| **Materials**:  Sticky notes/homework folders/bookbags. |

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| **Unit 1 Mini Lesson 6** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Helping children make decisions based on habits, volume, and stamina. |
| **Teaching point:** | Readers read smoothly and quickly with understanding by rereading over and over. |
| **Catchy Phrase** |  |
| **Text:** | During read aloud time: Read entirely: The Gum chewing Rattler by Joe Hayes or another book with a strong plot that leads to good think alouds. You will need to reference this book in lesson 7. |
| **Chart:**  **Standard** | 2.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. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  Remember how a couple of days ago we started keeping track of each book that we have read? Today I want to remind you that you don’t have to constantly keep reading different new books and that it is okay to read the same book over and over. |
| **Teach:** (5-6 minutes)  Today I want to teach you that after finishing books, we will often reread them over and over again so we can read more smoothly, quickly and with more understanding. Just as with a game or a puzzle, each time we play or it together it gets smoother and quicker and we have a better understanding of how the pieces all fit. As readers we want to do the same thing. Teacher models reading a paragraph, and rereading and pointing out a new thing she noticed while rereading it. When we reread we read smoother and quicker with better understanding. |
| **Active Involvement:** (2-3 minutes)  Please grab a favorite book from your box and read for a minute, I’ll time you. (teacher has students pick book and times them for one minute) Now we are going to reread and this time you will see how you read smoother, quicker, and with better understanding. |
| **Link:** (1-2 minutes) |
| **Mid-Workshop Teaching Point:**  Remember to reread as you go. You can reread old favorites or reread passages when you get stuck or the reading gets choppy. You also should reread when you don’t get what is happening in the book. |
| **Share:**  Point out a student that was doing well rereading. |
| **Notes:** |
| **Materials**:  Book boxes |

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| **Unit 1 Mini Lesson 7** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Reading is thinking-before, during and after |
| **Teaching point:** | Readers become grown up readers by always thinking about their reading before, during and after reading. |
| **Catchy Phrase** |  |
| **Text:** | The Gum Chewing Rattler by Joe Hayes (or another story that you have previously read and that has a lot that you can think aloud about.  Any other unfamiliar text |
| **Chart:**  **Standard:** | 2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  2.RL.7: Use information gained from the illustrations and words, in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  Boys and girls, you have been doing such a great job reading smoothly and pushing yourselves to read more.  Now that you are second graders and starting to read longer books, it is time to start becoming more like a grown up reader. Grown up readers think about their reading before, during and after reading.  Boys and girls, good readers are always thinking about their reading before, during and after they read. |
| **Teach:** (5-6 minutes)  Watch me as I demonstrate how to think before, during and after reading. (Teacher holds up book and thinks aloud about the front cover, back cover and illustrations inside the book.) Before I read a book, I always check out the front cover, back cover and the illustrations inside of it to see if I am interested in reading it. Today I brought the book The Gum Chewing Rattler by Joe Hayes. Wow…I’m already interested. That sounds like a very interesting book already! Rattle snakes don’t chew gum. Look at the illustration too. It is funny! The rattle snake blew a big, pink bubble! I wonder what the illustrations inside are like? (Teacher flips through pictures) Well, the illustrations are just beautiful. I like the colors and detail in them. (Teacher continues to talk about a few interesting pages.)  Now I’ll look at the blurb on the back. (Teacher reads blurb.) Well that sure sounds interesting. I am intrigued.  It is important for readers to think while they are reading too. Watch me show you how I do this. (Teacher reads one page aloud and then thinks aloud about what she read on that page.)  When you are all done reading a book, think about what you read. Is there a lesson to be learned? (Teacher thinks aloud about this book.) This is an interesting story because usually when a mom or dad in a book tells a kid not to do something over and over, in the end, the kid has a consequence for not listening. In this story, it is the opposite. The bad habit that the kid had actually saved his life! That makes this book unique and memorable.  Do you see how thinking about this story before I read, during reading and after reading helped me to understand it better. Grown up readers do this all the time, and you should too. |
| **Active Involvement:** (2-3 minutes)  (Teacher holds up an unfamiliar text for the students to see.) Okay boys and girls, you have had an opportunity to watch me thinking aloud about a story before I read, during and after reading. Now it’s your chance.  First we will try thinking about the story before we read it. Look at the front cover, illustrations, read the title and back blurb as I show you them. (Teacher shows all of those sections to students) Now turn and tell you partner something that you are thinking before we have read any of this book.  Good job. Now we’re going to practice thinking aloud while we read. (Teacher chooses one or two pages to read that will be easy for students to think aloud about while they are reading.) Okay, now turn and tell you partner something that you are thinking now that we’ve read a few pages.  (Teacher holds up The Gum Chewing Rattler or other title that was used during the teach section of this lesson.) Okay, we’ve finished this whole story, so turn and tell you partner something that you are thinking after reading it.  I really liked hearing all of your thinking. That shows me that you are becoming grown up readers already, because grown up readers think about their reading before, during and after reading, so that they can understand their stories better. |
| **Link:** (1-2 minutes)  Today we learned more about what grown up readers do. This is something you should continue working on every day for the rest of your reading life. You should do this anytime you are reading, whether you are reading alone or with a partner. Practice today during independent reading time and buddy reading time.  Now off you go to read! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:**  **\*\*\*DURING READ ALOUD TODAY, MAKE SURE TO READ THE BOOK The Golden Rule by Ilene Cooper (or whatever other title you plan to use for tomorrow’s lesson) in its entirety. You will need to have it completely read for tomorrow’s lesson to go smoothly.** |
| **Materials**: |

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| **Unit 1 Mini Lesson 8** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Reading is thinking-before, during and after |
| **Teaching point:** | Readers put a story together by thinking about how each part fits together. |
| **Catchy Phrase** | A story is like a puzzle, each part fits together to make it complete. |
| **Text:** | The Golden Rule by Ilene Cooper (or any other book that has a rich plot and illustrations that carry part of the meaning of the story.) |
| **Chart:**  **Standard:** | 2.RL.1: Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.  2.RL.5: Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.  2.RL.7: Use information gained from the illustrations and words, in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  Yesterday, we revisited the book The Gum Chewing Rattler by Joe Hayes. Remember that we talked about how grown-up readers think about reading before, during and after reading so that they can understand a story better?  Have any of you ever put together a puzzle? If you have, you know that they are made up of many pieces. When you hold any one piece in your hands, it doesn’t look like much. You can’t understand or visualize the big picture by just looking at one small piece. In order to see the whole picture, you have to put all of the pieces together in the right spots. When you’re done, you have a beautiful picture that you can see and understand.  Well today, we are going to talk about another thing that grown up readers do. Grown-up readers understand that a story is like a puzzle, each part fits together to make it complete. Readers put a story together by thinking about how each part fits together. |
| **Teach:** (5-6 minutes)  Grown-up readers understand that a story is like a puzzle, each part fits together to make it complete. Readers put a story together by thinking about how each part fits together.  Watch me as I demonstrate how some of the pieces of the story we read yesterday go together and fit like a puzzle. (Teacher reads aloud pages 1-4 of the book.) So in the beginning of this story, the grandpa and the little boy see the words “Do unto others as you would have them do unto you” written on the wall. This is a very important piece of the puzzle of this book because that is the golden rule. Did you notice how that is the title of the story? Those two parts fit together. Then, the grandpa goes on to explain on page four what the golden rule means. That is an important part too.  (Teacher flips ahead to the page where the boy is leaning on the red bench with a thoughtful look on his face.) See this page where the boy is starting to think about how he can practice the Golden Rule? This is another important part of understanding what the story is all about. The boy is changing here. He’s really thinking about how he can become a better person.  (Turn to the page in the middle where the boy is talking about how there are many things he can do to start practicing the Golden Rule like listening to others. Point out the illustration on the left side of the boys head that shows the lady talking and the words going into his ears.) The illustrations in a book are also a part of the puzzle. In this picture, there is a woman talking and a boy listening to her. See how her words go out of her mouth and into the boys ears. The boy is looking right at the lady. Now if we read the words on the next page it is talking about how if you want people to listen to you, you need to listen to them too. This is another example of how the pieces of this puzzle go together.  Remember, grown-up readers understand that a story is like a puzzle, each part fits together to make it complete. Readers put a story together by thinking about how each part fits together. |
| **Active Involvement:** (2-3 minutes)  Okay, you’ve had a chance to watch me think aloud about how the pieces of this story fit together like a puzzle to help us understand it better. Now it’s your turn!  (Teacher skips ahead to the page toward the end that shows the tops of the little boy and grandpa’s heads and many photos of people doing nice things for one another.) I want you to listen to me read this page aloud and think carefully about what it says. (Teacher reads aloud page.) Now, turn and tell your partner how the words on this page and the illustrations on the page before go together to help you understand the story better.  (Teacher holds open the two pages for the whole class to see.) Good, we’re going to try this again with the ending of the story. (Flip to the last page of the story and read aloud the words, “You. It begins with you.”) Turn and tell your partner, how does this part of the story fit into the puzzle? How does it help you to understand the story better?  Nice job thinking like grown up readers. I heard Jibel say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Link (1 minute):**  Today we learned another thing about how to read like a grown-up reader. We talked about how grown-up readers understand that a story is like a puzzle and each part fits together to make it complete. Readers put a story together by thinking about how each part fits together. I want you to always be thinking about how all of the parts of a story you are reading fit together, so that you can have a more clear picture of what the story is all about.  Now, off you go to read! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 1 Mini Lesson 9** |

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| Unit of Study: | Taking Charge of Reading |
| Goal: | Reading Is Thinking-Before, During, and After |
| Teaching point *(Kid language!)*: | Readers notice when something doesn’t make sense and they go back and reread to fix it. |
| Catchy phrase: | When we lose track of what the book is really saying, we need to go back and reread. |
| Text: | Henry and Mudge of Frog and Toad series |
| Chart(?): |  |
| Standard: | 2.RL.1: Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.  2.RL.7: Use information gained from the illustrations and words, in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:***  Remember yesterday readers when weput a story together by thinking about how each part fits together? Well, sometimes all of those pieces don’t always make sense the 1st time that we put the puzzle together. If this happens, we need to notice that it doesn’t make sense and to go back and reread to fix it. When we lose track of what the book is really saying, we need to go back and reread. |
| ***Teach:***  Even after I read a book, I notice that not all of the parts make sense and I struggle to understand the whole puzzle. When I come to those tricky parts I need to “stop and think!” I can jot down on a Post-it what that is. This helps me to monitor my understanding of the book.  Readers go back and reread, turning our brains on high, and this time the book often makes more sense. We can monitor our reading by asking, “What is going on so far?” or “What’s happening in this part?” Ask these questions out loud with me.  When we lose track of what the book is really saying, we need to go back and reread.  *Active Engagement:* Now we are going to talk about how important it is to see the differences and similarities in books. Say for example the characters in a Henry and Mudge are different from the ones in Frog and Toad. We need to look at their problems, reactions, and emotions. Recently we read this book in the Henry and Mudge series and after I read it, not every part made sense to me. What I need to do is use a Post-it to jot down any questions that I may have. After that, I go back to the book and find that section. Then I’ll reread it to make sense of what’s happening. Watch me as a do this.  Each of you will now get out your own book that you’ve been reading from your book bag, jot down a question on a Post-it and then share it with your elbow partner. Remember to ask these questions as you are rereading: “What is going on so far?” or “What’s happening in this part?” Readers go back and reread, turning our brains on high, and this time the book often makes more sense. |
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| ***Link:***  Today we learned that sometimes all of those pieces don’t always make sense the 1st time that we put the puzzle together. If this happens, we need to notice that it doesn’t make sense and to go back and reread to fix it. When we lose track of what the book is really saying, we need to go back and reread. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 1 Mini Lesson 10** |

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| Unit of Study: | Taking Charge of Reading |
| Goal: | Reading is Thinking-Before, During and After |
| Teaching point *(Kid language!)*: | Readers relate to their character by paying attention to how characters feel and why. (p.22,31-32) |
| Catchy phrase: |  |
| Text: | Frog and Toad Are Friends or similar text |
| Chart(?): |  |
| Standard: | 2.RL.1: Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.  2.RL.5: Describe the overall structure of a story including describing how the beginning introduces the story and the ending concludes the action.  2.RL.7: Use information gained from the illustrations and words, in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson:** (7-10 minutes total) |
| ***Connection:***  Readers, we have been focusing on how to help our understanding as we read. Yesterday we practiced rereading when our book no longer made sense.  Today, I want to teach you that we’re reading big-kid books, and when we read big kid books we have to think like big kids. We don’t just pay attention to what is happening in the story. We need to think about how the characters feel and why. |
| ***Teach:***  Thinking about what characters are feeling and why helps us relate with our characters and develop a deeper understanding of what is happening in the story. Listen as I read from Frog and Toad are Friends and pay attention to what is happening and how our characters are feeling (Read out loud page 4-5 and then pause to reflect). Frog seems to be very excited today, but Toad seems to be down. If he was excited like Frog he wouldn’t have said, “Blah” when Frog knocked on his door, nor said, ‘I am not here.” That doesn’t sound like something you would say if you were happy have someone at your door. I wonder if Toad is not ready to wake up. Let’s read some more to try to figure out what is happening (Read out loud page 6-7). |
| ***Active Involvement:***  Turn to your elbow partner and share with them what you think is happening and how our characters are feeling. Remember to share your reasons why you think that way. You can use the phrase: I think \_\_\_\_\_\_\_ is feeling \_\_\_\_\_\_\_\_\_because\_\_\_\_\_\_\_\_\_\_. (Listen in as students share with their patterns and identify a pair who identified that Toad is not happy or tired and gave a reason to support their thinking). I heard \_\_\_\_ and \_\_\_\_ (student pair) say that they thought that Toad is not excited because he said,“Go away” when Frog walked in the house. Thumbs up if you agree (scan to ensure that the majority of students are in agreement). I also agree with all of you that Toad is not excited because I also noticed that he pulled the bed covers over his head. I do this when I am not ready to get up in the morning because I don’t feel excited to get going or I am feeling tired. I think Toad is also feeling this way. Did you notice how thinking about how the characters were feeling and why helped us relate to them and understand what was happening in the story better? |
| ***Link:***  Readers, as you go off to read today and every day, remember that thinking about what our characters are feeling and why helps us relate to them and develop a better understanding of our big kid books. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 1 Mini Lesson 11** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Partners can talk about books to grow ideas. |
| **Teaching point:** | Good reading partners support each other by helping each other to understand their books better. |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Chart:**  **Standard** | Create a chart of expectations when working with partners.  2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care. speaking one at a time about the topics and texts under discussion). |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  We’ve been learning lots of different ways to become better readers, we’ve talked about setting reading goals, choosing just right books, and thinking about our reading.  Today, we are going to talk about how to be a good reading partner and how reading in partners helps us become better readers. |
| **Teach:** (5-6 minutes)  (You will need a partner teacher or a student to help you model appropriate/negative behavior)  Ask your partner to bring his/her book box and model the expected behavior (shoulder to shoulder, book in the middle, both sets of eyes on the book or teach your partner expectations if they are different) also model inappropriate behavior and have class provide feedback.  Joel, can you please me my partner today? You sit right here in the chair. [teacher lies down on the floor or sits on the floor turned around/modeling some kind of obviously inappropriate behavior, start reading]  Am I being a good partner right now? Why not? What should I be doing? [want kids to talk about how you should sit]  Oh, it’s probably not a good idea for Joel to be sitting in a chair and me on the floor. I will sit in a chair next to him. When we read in partners, we want to sit at the same level, shoulder to shoulder. Okay, now I think I can be a good reading partner.  [start reading, this time hold the book so only teacher can see]  Am I being a good reading partner now? But I’m sitting shoulder to shoulder, what’s wrong? [want kids to answer about where the book should be]  Oh, it’s important for Joel to be able to see the book too. That way he can help me if I need help. So, shoulder to shoulder, book in the middle. NOW I am ready to be a good partner. Let’s let Joel read a bit now. [As student reads teacher is looking all over the room, obviously not paying attention]  Am I being a good reading partner now? But I’m sitting shoulder to shoulder and the book is in the middle. What’s wrong now? [want students to answer about paying attention]  Oh, it’s important for me to pay attention while he reads. To show I’m paying attention, my eyes should be on the book and I should be listening to what he is reading. Okay, sitting shoulder to shoulder, book in the middle, both of our eyes on the book. Now I’m definitely ready to be a good reading partner. Remember, good reading partners support each other by helping each other to understand their books better. |
| **Active Involvement:** (2-3 minutes)  Now it’s your turn to try. I want you and your reading partner to practice being good partners. Take your book boxes and find a spot in the room to read. Remember good reading partners sit shoulder to shoulder, with the book in the middle, both of your eyes on the book. Choose who is going to read first and go ahead and get started.  [give a minute or two for student A to read]  Okay, now switch and have your partner try it out.  [give a minute or two for student B to read]  Wow, I saw \_\_\_ and \_\_\_ sitting shoulder to shoulder, with their book in the middle and both of their eyes were on the book. They were being great reading partners. |
| **Link:** (1-2 minutes)  So from now on, every time we read in partners, you are going to be practicing sitting shoulder to shoulder, book in the middle, both eyes on the book. Remember good reading partners support each other by helping each other to understand their books better. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  Book boxed |

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| **Unit 1 Mini Lesson 12** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Partners can talk about books to grow ideas. |
| **Teaching point:** | Good reading partners actively listen to one another by responding to what their partner tells them |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Chart:**  **Standard** | Have pre-created chart with prompts  2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care. speaking one at a time about the topics and texts under discussion).  b. Build on others’ talk in conversations by linking their comments to the remarks of others. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  Yesterday we learned how to be good reading partners. We learned how to sit shoulder to shoulder, book in the middle, both of our eyes in the book.  Today, we are going to learn how to be good listeners and how to talk to our partners after we’ve read together. |
| **Teach:** (5-6 minutes)  (Teacher needs a reading partner The partner should be the one reading-teacher is partner B, student/other teacher is partner A, Because the teacher will be modeling how to respond.  Teacher lets student read a short section then stops them.  Now that my partner has read a little bit of the story, I want to make sure that we are both actively listening and understanding what is happening. I’m going to ask my partner a question.  [teacher asks partner a question from the chart] What is happening in the story?  [partner gives answer]  My partner just told me what is happening in the story. But that’s not where our discussion will stop. I want to show that I’m actively listening by responding to what my partner says. I’m going to ask another question to help make sure I understand what my partner just said and to make sure we both understand the book.  [teacher uses another prompt from chart depending on what student answered]  Can you show me the part in the story where you got that idea?  [partner shows teacher where in the book they got that idea]  See what we just did? We had a conversation about that part in the book. We were both actively listening to each other and we understand what is happening. Remember, good reading partners actively listen to one another by responding to what their partner tells them.  **Chart:**  (have chart **pre-created**, and/or have cards made up for students with the prompts that students can keep in their book boxes)  A: reads  B:  What is happening in the story?  What was your favorite part?  How was the character feeling when\_\_\_\_?  A: answers question  B:  Wait. I’m confused. Are you saying….?  I thought something different because…  I agree because….  Can you show me the part in the story where you got that idea? |
| **Active Involvement:** (2-3 minutes)  Now, it’s your turn to try. Sit with your partners and decide who will be partner A and who will be partner B. Partner A will read a short section of the book. Partner B make sure you’re listening so you will know what to ask them.  [let student A read for a short time]  Okay partner B, ask your question.  [give time for discussion]  Now switch. Partner A, you are going to be partner B, and Partner B you’re going to be Partner A. Start reading]  Wow, I heard \_\_ and \_\_ having a great discussion and responding to what their partner was saying, great job! |
| **Link:** (1-2 minutes)  Good reading partners actively listen to one another by responding to what their partner tells them |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 1 Mini Lesson 13** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Partners can talk about books to grow ideas. |
| **Teaching point:** | Good reading partners prepare to work by marking places in their books to share. |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Chart:**  **Standard** | 2.RF.4a Read grade level texts with purpose and understanding. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  We’ve been talking the last couple of days about what we can do to be a good reading partner. We’ve talked about helping each other understand the story, actively listening when they read and responding to what our partner tells us. Today we are going to learn a new way we can be a good reading partner. Good reading partners prepare to work by marking places in their books to share. |
| **Teach:** (5-6 minutes)  Here is the book I am going to read with my partner today. [teacher shows book to students-can be one they are familiar with or not]. Before I meet and read with my partner, I am going to read this book so I know what this book is about. As I’m reading, I am going to be thinking about things that I read that would be good to share with my partner later. I will choose places in the book that I think would be really interesting to talk about with my partner.  [teacher reads a section of the book aloud]  Oh, I think this part is so interesting! I think that my partner would enjoy hearing about this. I’m going to mark it with a sticky note. On my sticky note I am going to write 1 sentence about this part to help me remember it when I share later with my partner.  [teacher writes one sentence on the sticky note about that part]  I am going to stick the sticky note in my book and leave it there for later. I want to make sure that I only have one sticky note and that I leave it stuck in my book! If you take it off and put it back on, it won’t be sticky anymore and I don’t want to lose this spot. Okay, I have that part marked to share with my partner later, because good reading partners prepare to work by marking places in their books to share. |
| **Active Involvement:** (2-3 minutes)  Now it’s your turn to try.  [Pull out a book they are familiar with. You can show book on projector if you want them to read, they can have their book box with them or teacher can read and they can mark on sticky note.]  I am going to read this section of the book. As I am reading, I want you to be thinking about something you think is interesting in this part that would be good to share later with your partner.  [teacher reads section]  Okay, write down one sentence on your sticky note about something on this page you thought was interesting.  [give students time to write, if time, teacher can choose to read another section, or move on]  Now turn to your partner and share with them about what you thought was interesting. You can use what you wrote on your sticky note to help you remember. |
| **Link:** (1-2 minutes)  Now, when you know you are going to be sharing with a partner, you know how to get ready and you know how to use your sticky notes to help you. Remember, good reading partners prepare to work by marking places in their books to share. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 1 Mini Lesson 14** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Partners can talk about books to grow ideas |
| **Teaching point:** | Good reading partners recommend books to each other so they can talk knowledgably |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Chart:**  **Standard** | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care. speaking one at a time about the topics and texts under discussion). |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  Yesterday, we talked about how to have a discussion with our reading partners. We practices using prompts to help us talk about what we had read.  Today, I want to teach you that reading partners are friends and friends often recommend books to each other. When your partner takes your suggestions and reads the same books you will have so much more to talk about because you’ve both read the same books. |
| **Teach:** (5-6 minutes)  [teacher needs a reading partner-partner needs to come with a book they like that they can share with the teacher]  I really love to read! I’ve read all the books in my book box, I’ve read lot of books from our classroom library and we’ve started checking books out of the school library too. I need some ideas of new books that I can read. My partner and I have been reading together and talking about books. My partner reads different books than I do and I bet he/she has some good ideas of what I could read. When you need a recommendation ask your partner which books they think you might like reading.  \_\_\_\_\_\_, I need to a new book to read. What book do you think I would enjoy reading?  [partner shows the book they brought with them]  Great! My partner has a book that they think I would enjoy reading! Now, I need for my partner to tell me a little bit about the book so I can decide if I think it would be a good book for me or not. When you want to recommend a book you start with the title of the book, tell a little bit about the characters or the subject that you found interesting and why you think your friend might enjoy reading the book.  [teacher turns to partner]  \_\_\_\_, can you tell me a little bit about the book so I can decide if it would be a good book for me or not? You can look at the chart to think about what information you want to tell me about your book.  [student tells teacher information about book]  You’re right, I think I really would enjoy that book! That’s for recommending it to me! Now I have a new book to read! |
| **Active Involvement:** (2-3 minutes)  Now it’s your turn to try. Think about a book that your partner might enjoy reading. Even if you don’t have the book with you, you can still recommend it to your partner, by telling a little bit about the characters or the subject that you found interesting and why you think your friend might enjoy reading the book. Use the chart to help you if you need to remember what to say.  [give partners time to recommend books]  I heard \_\_\_ recommend a book to their partner and they told them \_\_\_\_ about the book. Great job! |
| **Link:** (1-2 minutes)  So, they next time you need a new book to read, you can ask your reading partner for a recommendation! Once you have both read the same book, you can have a really great discussion about it and you’ll find a whole bunch of new books to enjoy. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 1 Mini Lesson 15** |

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| Unit of Study: | Taking Charge of Reading |
| Goal: | Partners can talk about books to grow ideas |
| Teaching point: | Good reading partners prepare and plan for partner reading by finding new ways to talk about their books. |
| Catchy Phrase |  |
| Text: |  |
| Chart:  Standard | 2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  We’ve have been learning so many new things and I know you are all becoming better readers! I’m so excited about everything we have learned about being a good reading partner, because we are going to spend a lot of time this year reading in partners and you will get to practice it all year long! Today I want to teach you that reading partners try to invent new things to do together with our books. We can find new ways to talk about books, to collect our thinking, or to figure out tricky parts. Partners can also use the reading charts we have created together. In other words, just like grown up readers, we can decide what we will do when we get together to talk about our books. Readers prepare and plan for partner reading time. |
| **Teach:** (5-6 minutes)  Let me show you what I mean. I know that I am going to have to read with my partner later, so right now while I’m reading independently, I’m going to make sure that I prepare to talk to my partner. I have my sticky notes ready. As I’m reading, I’m going to be thinking about what I want to share with my partner, questions I could ask, and if I might want to recommend this book to them. I’m going to use everything I’ve learned to help me prepare to talk with my partner later.  [teacher reads a short section of the book]  Oh, I think I want to share this with my partner later. That character is so funny! I think my partner will really enjoy hearing about what he did. I’m going to write it down on my sticky note so I remember to tell my partner about it later.  [teacher writes on sticky note, sticks it in book and reads aloud another short section]  Here’s another thing the character did that I want to write down. I think today we will be talking about this character. There are so many things I could tell my partner about him. I want to make sure I write a few things down on my sticky notes so I don’t forget. I also think this would be a really great book to recommend to my partner. She likes to read about funny things and this character does so many funny things! I am going to write a sticky note with a few things about the book I think she would like so I can make a recommendation to her after we talk about the character.  [teacher writes on sticky note and sticks to book]  Good reading partners prepare and plan for partner reading by finding new ways to talk about their books. |
| **Active Involvement:** (2-3 minutes)  Now it’s your turn to try. I’m going to read you a short section of \_\_\_\_ book. While I’m reading, I want you to be thinking about what you could share with your partner. You can take notes about interesting parts, things to recommend or whatever else you would like to be able to share with your partner later. Remember, good reading partners prepare and plan for partner reading by finding new ways to talk about their books. |
| **Link:** (1-2 minutes)  As you’re reading today and in the future, remember, good reading partners prepare and plan for partner reading by finding new ways to talk about their books. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 1 Mini Lesson 16** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Being an independent problem solver |
| **Teaching point:** | Readers recognize when something doesn’t make sense and find the confusing part. |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Chart:**  **Standard** | Reading strategies chart (that we have been building throughout the unit.)  2.RL.1: Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.  2.RL.7: Use information gained from the illustrations and words, in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  As you can see on our wall we have been building a bank of strategies to use when reading. Let’s review the strategies that good readers use. (class chorally reads chart aloud) |
| **Teach:** (5-6 minutes)  Today I want to teach you that there are times when we are reading when we suddenly realize something doesn’t make sense or there is a word we can’t figure out. That is a really good thing, not because we made a mistake, but because we noticed that something was not quite right. When this happens we stop and ask ourselves, ‘what could I do to fix this part?’ Then we look at the strategies we know on the chart and we choose some to try. As we do this we will probably discover that some strategies are more helpful than others, some just work faster than others. We choose what will work best. |
| **Active Involvement:** (2-3 minutes)  Teacher models reading a passage and makes an intentional error. Says…that doesn’t seem/sound right or make sense and asks students to tell their partner what I could do to fix this part? Then teacher continues and repeats process. |
| **Link:** (1-2 minutes)  Remember when we are reading and something is not quite right we ask ourselves….’what could I do to fix this part?’ then we choose the best strategy to fix it. |
| **Mid-Workshop Teaching Point:**  Don’t forget to pick the best strategy to help you fix up your reading. If you forget what the strategies are look at the chart. |
| **Share:**  Teacher points out a student who is using strategy to fix up reading. |
| **Notes:** |
| **Materials**:  Make sure chart of strategies is posted and visible while students work! |

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| **Unit 1 Mini-lesson 17** |

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| **Unit of Study:** | Taking Charge of Reading |
| **Goal:** | Being an Independent Problem Solver |
| **Teaching point:** | Readers solve word s by thinking about the word parts |
| **Catchy Phrase** |  |
| **Text:** |  |
| **Chart:**  **Standard** | 2RF.4 Read with sufficient accuracy and fluency to support comprehension. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection: (**1-2 minutes)  Remember yesterday I talked about how as readers we recognize when something doesn’t make sense and find the confusing part. |
| **Teach:** (5-6 minutes)  Today I want to teach you that sometimes as readers we come across a word in our book that we do not know. When this happens we stop and think quickly,’ What can I do to figure out this word?’ Once again, as second grade readers, we have decisions to make. We could think about what is happening, then reread to get a running start, all the time thinking about what would make sense here. We also can start writing the letters chunking them and trying to figure out what the word might be saying, and then after a bit of that, we reread and put the first bit of the word in there, and think “What might the rest of this word be?”  Read a few sentences from your read aloud book. Pretend you have encountered a word that you do not know. Say out loud I found a word that I don’t know.’ What can I do to figure out this word?’  I’m going to read the beginning of this word and see if there is a chunk of the word that I can read. “wa, wa, waste. Okay that part of the word says, waste. Now the next part of the word “hmm” baa, baas, basket.” Let’s try those together. “Wastebasket”. Ho, wastebasket! I know what that is. Now that I know what the word is. I will reread the sentence to see if it makes sense. I took the gum out of my mouth. And throw it in the wastebasket. “That makes sense.” Remember good readers solve word s by thinking about the word parts. |
| **Active Involvement:** (2-3 minutes)  Now is your turn to try it. I will read a sentence from the book. I have marked a word that is going to be our tricky word. You might already know how to read it. If you do just pretend that it’s a tricky word and think about what you would do if you didn’t know the word. Let’s try it together.  Read the sentence and stumble on the tricky part. Have student work with a partner to figure out the word. “Ho, I heard \_\_\_\_\_ and \_\_\_\_ doing \_\_\_\_\_. They figured out the word by chunking it. |
| **Link:** (1-2 minutes)  Remember good readers solve word s by thinking about the word parts. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Choose a student who encountered a tricky word and was able to fix it by chunking it. Make it stand out to the class. |
| **Notes:** |
| **Materials**:  Any book |

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| **Unit 1 Mini Lesson 18** |

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| Unit of Study: | Taking Charge of Reading |
| Goal: | Being an Independent Problem Solver |
| Teaching point *(Kid language!)*: | Readers need to use more than one strategy by asking, “What would make sense here?” when they reread |
| Catchy phrase: | We don’t use just one strategy but try on different ones all of the time! |
| Text: | Prepared Big Book with covered words to use different reading strategies with. |
| Chart(?): |  |
| Standard: | 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| **Mini Lesson:** (7-10 minutes total) |
| ***Connection:***  Yesterday we learned that readers solve words by thinking about the word parts. Today we are going to learn that as readers we need to use more than one strategy to solve tricky words. We can do this by asking this question, ”What would make sense here?” when we reread. |
| ***Teach:***  When we were beginning readers we used to look just at the first letter, get our mouths ready, and try to sound out the word. That was *all* we did! Now as second grade readers we have outgrown that strategy, just as we have outgrown our baby clothes. Wenow that we can’t do just *one* thing! We need to use more than one strategy, We need to reread and think, ’What would make sense here?’ while we also look at the word part by part.  Some of these strategies are to think about what’s happening in the text, search the picture, reread the sentence, and try something that would make sense. Then asking,”Does this sound right? Does it look right?”  Look at this big book that I have. We are going to use different strategies to solve these tricky covered words. We are going to think about what it means by looking at the whole sentence. Then we’ll see there are any patterns in the word. Let’s look at this 1st sentence and I’ll read it out loud. (Teacher reads the sentence and skips the covered word. Then uses many strategies to solve the word. Do this for another sentence.) We always need to remember to go back to reread and ask, “What would this make sense here?” |
| ***Active Involvement:***  Now, I want you to sit with your elbow partner and listen to them reread from one of their books. When they come to a part or word that is tricky, remind them to use more than one strategy as you go back to reread and to ask them, “What would this make sense here?” (Look for student pairs that do it well and share only what you saw the students do) |
| ***Link:***  Each of you had time to look at your book and to become independent problem solver with tricky words. We’ve learned to use more than one strategy. Also to reread and think, ‘What would make sense here?’ while we also look at the word part by part. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |