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*Reading Nonfiction, Reading the World*

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| Dates  Dec. 11-Feb. 4 |

***Grade 2 Reading Unit 4***

***Unit of Study Planning Template***

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| Unit: Reading Nonfiction, Reading 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. * Nonfiction readers tackle tricky words in our books. * 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.)* |

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| Standards: | 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.   1. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2. Know spelling-sound correspondences for additional common vowel teams. 3. Decode regularly spelled two-syllable words with long vowels. 4. Decode words with common prefixes and suffixes. 5. Identify words with inconsistent but common spelling-sound correspondences. 6. Recognize and read grade-appropriate irregularly spelled words.   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.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.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.  2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.  2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  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. 2. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). 4. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). 5. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.   2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).  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. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

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| Key Vocabulary: | * Diagram/diagrama * Sub heading/sub título * Heading/título * Nonfiction/No ficción * Glossary/glosario * Table of contents/el contenido * Side bar/barra lateral * Index/índice * Caption/píe de foto * Label/etiqueta * Tables/tablas * Charts/carteles * Photograph/fotografía * Topic sentence/oración principal * Summarize/resúmen * Transition words/palabras transicionales * Main idea/idea principal * Connections/conexiones * Graph/gráfica * Compare and contrast/comparar y contrastar * Bold face/palabras negrillas * Tricky words/palabras difíciles * Explaining voice/voz de maestro * Chunking words/apartar palabras * Sentence/oración * Paragraph/párrafo * timelines |

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| Anchor Texts: | Various nonfiction texts |

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| Other Resources: |  |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*   * Checklist * Anecdotal notes * Running records * Conferencing * Observations | *SUMMATIVE*  Poster/big book page |

Unit of Study At A Glance Planner

| **UNIT4:** Reading Nonfiction, Reading the World | | | |
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| **GOAL: 1**  Nonfiction readers read to become smarter about our world and the things in it. | **GOAL: 2**  Nonfiction readers see more than the text on the page. | **GOAL: 3**  Nonfiction readers tackle tricky words in our books. | **GOAL: 4**  Nonfiction readers can read more than one book about a topic to compare and contrast |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * 2.RML.4-1 Nonfiction readers make a quick study of the book by glancing at the table of contents, the chapter heading and the subheading to get an idea about the book. P. 78,66 * 2.RML.4-2 Nonfiction readers improve their fluency and comprehension by reading with an explaining voice. P.78, 67 * 2.RML.4-3 Nonfiction readers are able to organize what they have learned by pausing often and collecting their thoughts. P.78, 68 * 2.RML.4-4 Nonfiction readers know what the paragraph is about by training their minds to pick out topic sentence. P. 78, 68 * 2.RML.4-5 Nonfiction readers can retell with their partners by retelling across their fingers and using transitional words. P.78, 69 * 2.RML.4-6 Nonfiction readers make sure they understand the text by asking questions of their partners. p. 78, 69 * 2.RML.4-7 Nonfiction readers remember what they learned by organizing information into categories or mental containers. P. 79, 68P. 79, 68 | * 2.RML.4-8 Nonfiction readers figure out how pictures connect with or add to the words on the page by studying or reading the pictures, labels, headings and sidebars. P. 79,69, 70 * 2.RML. 4-9 Nonfiction readers understand illustrations without any text by searching for words that explain what the picture is teaching. P. 79, 70 * 2.RML.4-10 Nonfiction readers respond to new learning by jotting down their ideas using their own words.P. 79, 70 * 2.RML.4-11 Nonfiction readers grow bigger ideas by jotting down ideas, thoughts and questions as they read; using their own words. P. 79,71 * 2.RML.4-12 Nonfiction readers work hard to answer questions by hunting in the book or by looking in another book. P. 79, 71 | * 2.RML.4-13 Nonfiction readers define unknown words by using text features of a nonfiction book. P.80, 71 * 2.RML.4-14 Nonfiction readers tackle hard words by using known strategies. P.80,71 * 2.RML.4-15 Nonfiction readers decode hard words by reading it part by part and checking text features. P.80,72 * 2.RML.4-16 Nonfiction readers figure out difficult words by writing them down and discussing them with a partner. P. 80, 72 | * 2.RML.4-17 Nonfiction readers increase their learning by participating in a reading club and planning what to do. P.80, 72 * 2.RML.4-18 Nonfiction readers in a club increase their knowledge by choosing and discussing just one post-it at a time to talk about. P.80,73 * 2.RML.4-19 Nonfiction readers compare and contrast by reading more than one book on the same topic. P.80, 81, 73 * 2.RML.4-20 Nonfiction readers grow their understanding of a topic by reading lots of books about it. P. 81,74 |

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| **WORKSHOP CALENDAR FOR:** | **2nd grade Reading Unit 4** | Date: Dec. 11-Feb. 4 |
| **Unit of Study: Unit 4** | Reading Nonfiction, Reading the World |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  | 11  2.RML.4-1 Nonfiction readers make a quick study of the book by glancing at the table of contents, the chapter heading and the subheading to get an idea about the book. P. 78,66 | 12  2.RML.4-2 Nonfiction readers explain or teach new things by using an explaining voice. P.78, 67 | 13  2.RML.4-3 Nonfiction readers are able to organize what they have learned by pausing often and collecting their thoughts. P.78, 68 | 14  2.RML.4-4 Nonfiction readers know what the paragraph is about by training their minds to pick out a topic sentence. P. 78, 68 |
| 17  2.RML.4-5 Nonfiction readers can retell with their partners by retelling across their fingers and using transitional words. P.78, 69 | *18*  2.RML.4-6 Nonfiction readers make sure they understand the text by asking questions of their partners. p. 78, 69 | 19  2.RML.4-7 Nonfiction readers remember what they learned by organizing information into categories or mental containers. P. 79, 68 | *Christmas break* | *Christmas break* |
| *Christmas break* | *Christmas break* | January 9th  2.RML.4-8 Nonfiction readers figure out how pictures connect with or add to the words on the page by studying or reading the pictures, labels, headings and sidebars. P. 79,69, 70 | 10  2.RML. 4-9 Nonfiction readers understand illustrations without any text by searching for words that explain what the picture is teaching. P. 79, 70 | 11  2.RML.4-10 Nonfiction readers respond to new learning by jotting down their ideas using their own words.P. 79, 70 |
| 14  2.RML.4-11 Nonfiction readers grow bigger ideas by jotting down ideas, thoughts and questions as they read; using their own words. P. 79,71 | 15  2.RML.4-12 Nonfiction readers work hard to answer questions by hunting in the book or by looking in another book. P. 79, 71 | 16  2.RML.4-13 Nonfiction readers tackle hard words by using text features of a nonfiction book. P.80, 71 | 17  2.RML.4-14 Nonfiction readers tackle hard words by using known strategies. | 18  2.RML.4-15 Nonfiction readers decode hard words by reading it part by part and checking text features. P.80,72 |
| No school | 22  2.RML.4-16 Nonfiction readers figure out difficult words by writing them down and discussing them with a partner. P. 80, 72 | 23  Minilesson Choice Day | 24  2.RML.4-17 Nonfiction readers increase their learning by participating in a reading club and planning what to do. P.80, 72 | 25  2.RML.4-18 Nonfiction readers in a club increase their knowledge by choosing and discussing just one post-it at a time to talk about. P.80,73 |
| 28  No school | 29  2.RML.4-19 Nonfiction readers compare and contrast by reading more than one book on the same topic. P.80, 81, 73 | 30  2.RML.4-20 Nonfiction readers grow their understanding of a topic by reading lots of books about it. P. 81,74 | 31  Minilesson Choice Day | 1  Culminating Activity |
| 4  Culminating Activity |  |  |  |  |

**Unit of Study Assessment Checklist**

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| **Unit 4: Reading Nonfiction, Reading the World** |

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| Name | Cross check for meaning | Uses multiple word solving strategies | Collaborates during book clubs | Chooses relevant topics to discuss | Compares and contrasts information across texts | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 4 Mini Lesson 1** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point*:*** | Nonfiction readers make a quick study of the book by glancing at the table of contents, the chapter heading and the subheading to get an idea about the book. |
| **Catchy Phrase:** | *Good nonfiction readers use text features to warm up for the reading ahead.* |
| **Text:** | (unfamiliar) National Geographic books, Good habits great readers books and kids discover magazine. |
| **Chart:** | Nonfiction text features |
| **Standard:** | 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We have been reading lots of different books. Today we are going to start learning all about nonfiction books. Nonfiction books are books that are not invented, they teach us about things in the real world.*  *Good nonfiction readers study their nonfiction books before reading. There is a way that information is laid out in the pages to help us even before we read. When nonfiction readers open a book, we study this layout to warm up for the reading ahead, to figure out what the text is going to teach.*  *Good nonfiction readers use text features to warm up for the reading ahead.* |
| ***Teach:*** *Watch me as I use the text features to warm up for my reading ahead.*  *(Teacher grabs a book) The first thing I do is read the title. It is called* *It’s a mammal! Lets warm up to read this book.*  *The first thing I do is read the title. It’s called It’s a mammal! Next I look at the table of contents to find out what I will learn in this book about mammals. (Teacher adds the title “ table of contents” to the chart)*  *(teacher reads table of contents out loud and thinks about the contents).*  *I really want to show you page 14, because it has a special feature that some books have.*  *Notice there are two headings. The top one, Mammals on the move, is called the heading, it teaches us what the main idea of the chapter will be about. (Teacher adds the title “ heading” to the chart and draws an arrow to the heading)*  *Below it is the subheading, Mammals that jump. It gives us information about animals that move by jumping. (Teacher adds the title “ subheading” to the chart and draws an arrow to the subheading). (Teacher turns page) While here, Mammals that fly, we learn information about animals that move by flying.*  *Now I’m ready to read my book.*  *Remember, good nonfiction readers use text features to warm up for the reading ahead.* |
| ***Active Involvement:***  *(Teacher grabs a new nonfiction text)*  *Boys and girls, here is another nonfiction text. Think about what I would do to get warmed up for reading. (teacher gives wait time). OK, great! Turn to your partner and tell her/him, what’s the first thing we do?*  *(Teacher listens in) Great, I heard \_\_\_\_\_\_\_ say, read the title. Yes! That is always the first thing we do.*  *What do we do next? Tell your partner.*  *Great, I heard many of you say, read the table of contents. Let’s read it together.*  *What’s another thing we do to get warmed up to read our nonfiction texts? Turn and tell your partner.*  *Great, I heard many of you say, read the heading and subheadings if there are any.*  *Finally when you are all warmed up, what do you do? Tell me on three!*  *YES!!!! I heard everyone say read the book.*  *Remember, good nonfiction readers use text features to warm up for the reading ahead.* |
| ***Link:***  *Today and everyday remember to use the nonfiction text features to get warmed up for your books. Happy reading, off you go!* |
| ***Mid-Workshop Teaching Point:***  *Remember, good nonfiction readers use text features to warm up for the reading ahead.* |
| ***Share:***  *Bring your books and share what text features you found in your books.*  *Remember, good nonfiction readers use text features to warm up for the reading ahead.* |

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| *(For this chart we envision using copies of actual nonfiction texts. Prior to the lesson have the title of the chart and the copies of table of contents, and a page with a heading and subheading )*  **Nonfiction Text Features**  Description: C:\Users\Lwilson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FKJHQ62D\MC900341821[1].jpg  Table of contentsDescription: C:\Users\Lwilson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FKJHQ62D\MC900341821[1].jpg  Heading Subheading  Description: C:\Users\Lwilson\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FKJHQ62D\MC900030044[1].wmf  (*We envision using 1 text to include two text features. We will add to this chart in later lessons, so make sure that the page you use has many text features.)* |

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| **Unit 4 Mini Lesson 2** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point:** | Nonfiction readers improve their fluency and comprehension by reading with an explaining voice. |
| **Catchy Phrase:** | Good nonfiction readers learn more by using an explaining voice. |
| **Text:** | (familiar text) It’s a Mammal! By Sharon Stewart |
| **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. 3. 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:***  *We have been reading many nonfiction texts. We have learned how we get ready to read our nonfiction by looking at and reading our text features.*  *Well today I want to teach you that we read nonfiction different than fiction. When we read fiction we use a story voice, we change our voice to match the characters. When we read nonfiction we use an explaining voice. We use our voice to pop out important information. We also use a questioning, surprised, hushed, dramatic voice and dramatic pauses to convey the meaning.*  *Because,* good nonfiction readers learn more by using an explaining voice. |
| ***Teach:***  *(Teacher posts excerpt of a book) Here is an excerpt of my book It’s a mammal!*  *(Teacher reads in a monotonous voice) Did you notice how boring and uninteresting that sounded? I did not use an explaining voice so I did not learn as much as I could have.*  *Watch me as I use my nonfiction explaining voice to read a page of my book.*  *(Teacher reads using an explaining voice. Using a questioning, surprised, hushed, dramatic voice and dramatic pauses to convey the meaning, when appropriate).*  *Wasn’t that great! I learned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, all from using my nonfiction explaining voice.*  *Because,* good nonfiction readers learn more by using an explaining voice. |
| ***Active Involvement:***  *Now, It’s your turn. Here is the same excerpt of the same text. (Make sure partner A is the stronger reader of the two). Using your BEST explaining voice, partner A, read to your partner as if you were on the discovery channel.*  *Great!*  *Remember,* good nonfiction readers learn more by using an explaining voice.  *Now, partner B, read to your partner as if you were on the national geographic channel.*  *Wonderful!*  *Remember,* good nonfiction readers learn more by using an explaining voice. |
| ***Link:***  *Today and everyday when you read nonfiction remember to use an explaining voice in your head to learn more about what you read. Remember to pop out important information, and use a questioning, surprised, hushed, dramatic voice and dramatic pauses to convey the meaning.*  *Because,* good nonfiction readers learn more by using an explaining voice. |
| ***Mid-Workshop Teaching Point:***  *Remember,* good nonfiction readers learn more by using an explaining voice. |
| ***Share:***  *Readers come to the carpet with the book that you would like to share with your partner to show off your BEST explaining voice. Because,* good nonfiction readers learn more by using an explaining voice. |

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| **Unit 4 Mini Lesson 3** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point:** | Nonfiction readers are able to organize what they have learned by pausing often and collecting their thoughts |
| **Catchy Phrase:** | Good nonfiction readers pause and think |
| **Text:** | (unfamiliar text) Volcanoes and Other Natural Disasters By Harriet Griffey |
| **Chart:** | Nonfiction readers pause and think |
| **Standard:** | 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We have been learned so much about nonfiction texts. We have learned how we get ready to read our nonfiction by looking at and reading our text features. We have learned how to read nonfiction text with an explaining voice.*  *Well today I want to teach you that when we read nonfiction we don’t zoom through our reading at the speed of lightning. We pause often to collect our thoughts about what we are learning. We think, “What have we learned so far?” or “What was this part about?” and we hold on to this information in our mind as we move forward in the book. Then we anticipate, or predict what might go next.*  *Because,* good nonfiction readers pause and think. |
| ***Teach:***  *Watch me as I pause and think as I read my nonfiction text.*  *(Teacher reads Page 6 heading in the Volcanoes book)Oh, look this section has a heading. The heading is Vesuvius erupts! This while section will be about Vesuvius. (Teacher reads up to the end of the first paragraph on page 7, point to chart)*  *“What was this part about?” This first part was all about how life was in Italy.*  *Next I will probably learn something about the eruption.*  *(Teacher reads to the end of the page 8, point to chart)*  *What was this part about? This part was all about what happened when the volcano erupted.*  *Next, I will probably learn what happened after the eruption*  *Did you see how I paused often to think about what I was reading and then to think about what might come next?*  *Because,* good nonfiction readers pause and think. |
| ***Active Involvement:***  *Now, It’s your turn. I will read a section of this book and pause.(Teacher reads page 22 –first paragraph of 24 and points to chart and asks)*  What have I learned so far? Or What was this part about?  *Turn and tell your partner.*  *Great! I heard \_\_\_\_\_ say this part was about….*  *And I heard \_\_\_\_\_ say I have learned ……*  *Now, Turn and tell your partner*  *Next I will probably learn something about ….. Or The next part will be about …*  *Great! I heard \_\_\_\_\_ say they will learn something about….*  *And I heard \_\_\_\_\_ say the next part will be about ……*  *Remember,* good nonfiction readers pause and think. |
| ***Link:***  *Today and everyday when you read nonfiction remember not to zoom through reading at the speed of lightning. Remember to pause and think,* What have I learned so far? or What was this part about? Then predict what might come next by asking, next I will probably learn something about...or the next part will be about … and *hold on to this information in our mind as we move forward in the book.*  *Because,* good nonfiction readers pause and think. |
| ***Mid-Workshop Teaching Point:***  *Remember,* good nonfiction readers pause and think. |
| ***Share:***  *Readers come to the carpet with the book that you would like to share where you paused and thought about your reading. Remember,* good nonfiction readers pause and think. |

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| Nonfiction readers pause and think  What have I learned so far? Or What was this part about?  Then  *Next I will probably learn something about ….. Or The next part will be about …* |

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| **Unit 4 Mini Lesson 4** |

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| **Unit of Study:** | #4 Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point:** | Nonfiction readers know what the paragraph is about by training their minds to pick out a topic sentence. |
| **Catchy phrase:** | Train your mind to pick out the topic sentence. |
| **Text:** | Various Nonfiction books |
| **Chart:** | Nonfiction Text Features |
| **Standard:** | 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, 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****:*  Remember yesterday when we organized what we learned by pausing often and collecting our thoughts. Today we will know what the paragraph is about by training our minds to collect our thoughts and to choose from those thoughts the topic sentence of our paragraph. We need to train our minds to pick out the topic sentence. |
| ***Teach:*** Today I want to teach you that nonfiction readers train their minds to pick out topic sentences. Nonfiction readers know that text paragraphs have one special sentence within them that tells us the topic of what that entire paragraph is about.  Listen to how I figure it out.  (Teacher should have a posted paragraph or use a document camera to show a paragraph. Teacher reads the paragraph and thinks aloud about the details of the paragraph and what it is mostly about. Teacher lists the supporting details to eliminate those sentences and arrive at a topic sentence. Teacher models eliminating detail sentences to arrive at the topic sentence. Teacher reads the topic sentence.)  This sentence includes all the details of the other sentences and tells what the paragraph is mostly about. This must be the topic sentence. |
| ***Active Involvement:***  Now it is your turn to try. I will read and show another paragraph to you. In fact, I’ll read it twice. See if you can pick out the topic sentence.  Read the paragraph once at regular speed and then read it one sentence at a time pausing to see if the kids can pick out whether the sentence is the topic sentence or just a detail. Do this with one or two more paragraphs as time allows. |
| ***Link:*** Today and every day as you read train your mind to pick out the topic sentence. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Come to the carpet and sit by your partner. Be ready to share the topic sentence that you found in a paragraph. Also, be ready to tell the group what topic sentence your partner found. |

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| **Unit 4 Mini Lesson 5** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point*:*** | Nonfiction readers can retell with their partners by retelling across their fingers and using transitional words. |
| **Catchy Phrase:** | Transitional words are like super glue; they hold everything together. |
| **Text:** | Inventions (big book by National Geographic) or another nonfiction book with a timeline |
| **Chart:** | Transitional words chart (first, then, next, after that, finally, or, and, due to/because of that, however, but, one kind, another kind, the last kind, then, too, later.) |
| **Standard:** | 2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, for the last few days, we’ve been talking a lot about nonfiction books. You guys are getting so good at reading them, and really enjoying them! Yesterday we discussed how to pick out the topic sentence. This really helps us to understand nonfiction texts better because it helps us focus on what we’re learning.  Today, we’re going to learn a new strategy that you can use when you’re reading nonfiction. When we learn something new, we want to share it because we’re so excited! We say, “Guess what I learned?” and we’re really pumped up about it. In order to share what you are learning with others, it is helpful to have some tools. One of these tools is called transitional words.  “Transitional words are like super glue; they hold everything together.” (Have kids repeat)  After we read nonfiction and learn a lot of new information, we need to think how we will retell that information. That is where transitional words come in. Nonfiction readers can retell with their partners by retelling across their fingers and using transitional words. |
| ***Teach:***  Watch me as I demonstrate to you how to retell this exciting information that I learned today while reading this book Inventions. I’m going to use my transitional words chart and try out some of these super-glue words. I’m also going to use my fingers to retell across them.  (Teacher opens up to pages 8-9) This is a page about inventions and change. I’m going to tell you guys what I learned about the telephone from this page. (Teacher holds up finger.) **First**, a man named Alexander Graham Bell invented the telephone in 1876. (Teacher holds up second finger) **Later**, in 1890 they invented a different kind of telephone that didn’t have numbers or dials. **Because of that**, they had to use an operator to help them make a phone call. (Teacher holds up third finger.) **Then** in 1930, they didn’t want to use operators anymore so the telephone that they invented had a dial. (Teacher holds up fourth finger.)**Next,** they still wanted to make it better, so in 1960 they invented push button telephones. Up until 1980, telephones always had a cord, but that year, they invented a cordless phone. (Teacher holds up fifth finger.)**Now**, we have cell phones, which we can take anywhere!  You see how I used my fingers and my transitional words to help me tell you what I learned. This is a really useful strategy to use to retell. Even though the transitional words were not written in the book, you want to add those words in your mind to help yourself and others to understand what you’re reading. Remember, transitional words are like the super-glue that holds all the ideas together. Nonfiction readers can retell with their partners by retelling across their fingers and using transitional words. (Teacher can model juggling all the ideas in the air and then pulling them all together.) |
| ***Active Involvement:***  (Turn to pages 14-15)  Now it’s your turn to practice using your fingers and your transitional super-glue words to retell this part of the book we read last week. You are going to retell the pages with the heading “One Invention Leads to Another.” These pages are a little bit more tricky because there isn’t a timeline. You are really going to have to pay close attention to the details in the text, like dates and arrows. (Point to the dates and arrows.)  Remember, transitional words are like the super-glue that holds all ideas together. Nonfiction readers can retell with their partners by retelling across their fingers and using transitional words.  Turn and tell your partner what this page was about. Partner A, you will go first. I want you to retell the page about the pencil using your fingers and your transitional words.  (Allow one minute for partner A to retell. Teacher listens in to student partnerships)  Partner B, I want you to retell the page about metal cans using your fingers and your transitional words.  (Allow one minute for partner B to retell. Teacher listens in to student partnerships.)  I heard Raul and Edwin use super-glue transitional words and I saw them use their fingers when they retold their pages. I heard Raul say,“Can you believe that twenty years **later**…” when he was telling Edwin about the tool for opening cans. He used a good transitional word because he was surprised that they waited 48 years to invent an opener!  Remember, transitional words are like the super-glue that holds all ideas together. Nonfiction readers can retell with their partners by retelling across their fingers and using transitional words. |
| ***Link:***  We learned an excellent new strategy today. We combined using our fingers with using transitional super-glue words to hold all of our ideas that we wanted to retell. We don’t want to be like a juggler who might drop the balls. We want to glue together all of the important ideas so that we don’t lose them. It is a nonfiction reader’s job to be sure that this happens.  Remember, transitional words are like the super-glue that holds all the ideas together. Nonfiction readers can retell with their partners by retelling across their fingers and using transitional words. Even though the transitional words might not always be written in the book you are reading, you will want to add those words in your mind to help yourself understand what you are reading. It will also help you when you go to retell what you learned to another person. |
| ***Mid-Workshop Teaching Point:***  Are you being like a juggler today or are you using your super-glue transitional words and your fingers to hold all of the important information together when you retell? |
| ***Share:*** |

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| **Unit 4 Mini Lesson 6** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point:** | Nonfiction readers make sure they understand the text by asking questions of their partners. |
| **Catchy Phrase:** | Asking and answering questions with your partner creates sticking power so you can remember the information longer. |
| **Text:** | It’s a Mammal by Sharon Stewart |
| **Chart:** | “Questioning words and answering prompts chart.” (ie: who, what, when, where, why, Can you tell me more?, What does that really mean?, Can you give me an example of that information? This part told me…, I learned that… It is/They are\_\_\_\_\_ because\_\_\_\_\_) |
| **Standard:** | 3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  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. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   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. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Remember yesterday when we talked about how transitional words are like the super-glue that holds all of our ideas together when we tell people about what we’ve read? We used our fingers and our transitional super-glue words to practice retelling with a partner.  Well, just as transitional words provide glue for holding together our thoughts when we speak with others about books, asking and answering questions with a partner will provide sticking power to make sure we understand what we read and remember it over time.  Today I’m going to teach you how to talk with others about what you are reading and learning. You will learn how to ask and answer questions using some prompts from our questioning words and answering prompts chart. (Point to chart.) We ask questions like, (point to and read some question words/phrases) and answer the questions using prompts like, (point to and read some answering prompts from chart.)  Nonfiction readers make sure they understand the text by asking questions of their partners. Asking and answering questions with your partner creates sticking power so you can remember the information longer. |
| ***Teach:***  (Teacher demonstrates the following with a puppet partner using page 4 of the book.)  Watch me as I show you how nonfiction readers ask and answer questions as they read. This is my partner Bob (Bob says “Hi kids” to the class.) Bob is going to listen along with you all as I re-read this page. After I finish, Bob will ask me a question about what I read, to help me grow sticking power.  (Teacher reads page aloud, then has Bob say the following.)  You know Mrs. Teacher, nonfiction readers make sure they understand the text by asking questions of their partners. Asking and answering questions with your partner creates sticking power so you can remember the information longer. I’m going to help you grow some sticking power!  (Bob still speaking) You read about mammals and told me mammals have certain things in common. (Bob points to prompt chart.) Can you give me an example of that information?  (Teacher talking) Well Bob, I learned that mammal mothers produce milk for their babies to drink. I know that birds are not mammals because they don’t drink milk.  Boys and girls, did you notice that I talked about birds not being mammals. That wasn’t even on the page. Bob’s question made me think deeply and now I will always remember something about mammals. That is that they feed their babies milk. This is a great example of how asking and answering questions grows sticking power!  What creates sticking power? (Students say “Asking and answering questions!”) |
| ***Active Involvement:***  *(Turn to pages 6-7)*  Now it’s your turn to practice asking and answering questions to grow sticking power. You will work with your partner taking turns asking and answering questions.  Remember nonfiction readers make sure they understand the text by asking questions of their partners. Asking and answering questions with your partner creates sticking power so you can remember the information longer.  Listen to me as I read page 6 about Baby Mammals. (Teacher reads page 6 to students.)  Partner A, ask partner B a question from the “question words” chart. Partner B, you need to answer the question using an answer prompt from the chart. I will come and listen to all of you.  (Teacher provides 1 minute for students to practice.) |
| Listen to me as I read page 7 about Baby Mammals. (Teacher reads page 7 to students.)  Partner B, ask partner A a question from the “question words” chart. Partner A, you need to answer the question using an answer prompt from the chart. I will come and listen to all of you.  (Teacher provides 1 minute for students to practice.)  I could hear Lizzett and Guga using question words from their question words chart. Guga asked Lizzett “Can you tell me more about how mammals take care of their young?” Lizzett answered with an answer prompt. She said, “I learned that mammals \_\_\_\_\_\_\_.  ***Link:***  Today we learned another great strategy that nonfiction readers use to understand their books better. We learned that nonfiction readers ask and answer questions with their partners. Asking and answering questions with your partner creates sticking power so you can remember the information longer.  From now on whenever you are learning new things and want to share with someone, try using some of the question and answer prompts we talked about today! |
| ***Mid-Workshop Teaching Point:***  Remember we are growing sticking power when we ask our partner questions about what we’re learning. Has anybody learned something new from their partner today? |
| ***Share:***  Have several student partnerships come up and share one thing they learned together today by asking and answering each other questions. |

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| **Unit 4 Mini Lesson 7** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers read to become smarter about our world and the things in it. |
| **Teaching point:** | Nonfiction readers remember what they learned by organizing information into categories or mental containers. |
| **Catchy Phrase:** | Everything has a place. Where does this information belong? |
| **Text:** | All About Alligators by Jim Arnosky |
| **Chart:** | Nonfiction text features chart |
| **Standard:** | 2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, 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:***  We have been learning so much about reading nonfiction. We’ve talked about previewing strategies and how this can help us set up for reading. Remember when we talked about nonfiction text features? We learned about many of them, including headings and subheadings. Sometimes books don’t have headings or subheadings, but nonfiction readers know that it is important to figure out what each section of a book is about.  Nonfiction readers remember what they learned by organizing information into categories or mental containers. As they read about a topic, they continually ask themselves, where does this information belong? They create mental containers which are like headings when they are reading large portions of text.  For example, if someone gives me a whole bag full of groceries, I have to figure out where they go. So, if I pull out some chips, I would them in the cupboard. If I pull out ice cream, I would put it in the freezer. And if I pull out milk, it would go in the refrigerator. Everything has a place.  Remember, nonfiction readers remember what they learned by organizing information into categories or mental containers. As they read about a topic, they ask themselves, where does this information belong? They create mental containers which are like headings when they are reading large portions of text. |
| ***Teach:***  (Turn to pages 2 and 3) Listen to me as I read these two pages to you and think aloud about what this is mostly about. I’m going to create a mental container for it, kind of like a heading.  (Teacher reads aloud pages 2 and 3). After reading this section, I can look at the pictures too, in order to help me figure out what this section is mostly about. Well, in the picture, there are four different reptiles sunbathing. I think these pages are about different types of cold-blooded reptiles. If I were to create a heading, it would be something like “Types of cold-blooded reptiles.”  (Teacher turns to pages 4 and 5.)  After reading this section, I can look at the pictures too, in order to help me figure out what this section is mostly about. Well, in the pictures I see an alligator body top and bottom, alligator eyes, skin, teeth and colors. The words were all about an alligator’s body. I think these pages are about alligator bodies; how do they look? If I were to create a heading for this section, it would be something like “Alligator bodies.”  Remember, nonfiction readers remember what they learned by organizing information into categories or mental containers. As they read about a topic, they ask themselves, where does this information belong? They create mental containers which are like headings when they are reading large portions of text. |
| ***Active Involvement:***  Now it’s your turn to practice creating mental containers or headings for this book with your partner. I’m going to read aloud a few pages and when I’m done, you will tell your partner what heading you would give to this section  (Turn to pages 6 and 7.) Okay boys and girls listen carefully and think about what heading you would give to this section. Remember, listen to the words and use the pictures to help you. Because, nonfiction readers remember what they learned by continually organizing information into categories or mental containers. As they read about a topic, they ask themselves, where does this information belong? They create mental containers which are like headings when they are reading large portions of text.  (Read aloud pages 6 and 7) Alright, partner A, tell partner B what heading you would give to these pages. Remember to use the pictures and the words that I just read. Don’t just say the heading, explain why you chose that.  (Teacher provides 1 minute for this activity.)  (Turn to pages 12 and 13) Okay boys and girls listen carefully and think about what heading you would give to this section. Remember, listen to the words and use the pictures to help you. Because, nonfiction readers remember what they learned by continually organizing information into categories or mental containers. As they read about a topic, they ask themselves, where does this information belong? They create mental containers which are like headings when they are reading large portions of text.  (Read aloud pages 12 and 13) Alright, partner B, tell partner A what heading you would give to these pages. Remember to use the pictures and the words that I just read. Don’t just say the heading, explain why you chose that.  (Teacher provides 1 minute for this activity.)  Wow! Look at what great nonfiction readers you are becoming! I heard so many of you giving excellent headings for these two pages. I even heard you explain why that was a good heading, AND using and talking about the pictures to help you. Great job! |
| ***Link:***  Today we learned another great strategy good nonfiction readers use. When reading a nonfiction text, it may not have a heading, so good nonfiction readers know that everything has a place, like a refrigerator for food. As they are reading, they continually ask themselves, “Where does this information belong?”  As you are reading today during independent reading time, remember the practice that you had today. You worked with your partner to decide on a heading for the pages that did not have headings. You can do this on your own too. When you are reading pages without headings, you can mentally create them.  Remember, nonfiction readers remember what they learned by organizing information into categories or mental containers. As they read about a topic, they ask themselves, where does this information belong? They create mental containers which are like headings when they are reading large portions of text. |
| ***Mid-Workshop Teaching Point:***  Who has found a book without headings? Who is asking themselves, where does this information belong? Has anyone created a mental container for this new information? |
| ***Share:***  Choose a few students to share their mental containers (headings) that they created and why with the class. |

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| **Unit 4 Mini Lesson 8** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers see more than the text on the page. |
| **Teaching point:** | Nonfiction readers figure out how pictures connect with or add to the words on the page by studying or reading the pictures, labels, headings and sidebars. |
| **Catchy Phrase:** |  |
| **Text:** | It’s a Mammal by Sharon Stewart |
| **Chart:** | Nonfiction text features chart |
| **Standard:** | 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, 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:***  We have been learning about chapter headings, subheadings, captions, diagrams, labels and other nonfiction text features. (Point to nonfiction text features chart.) These features help us to read nonfiction books, because they break up the information into manageable parts.  Diagrams are found in nonfiction books. They are usually made up of photographs with labels on them. They teach us a lot about what we are reading. Timelines are another nonfiction feature that we should study closely. They tell us when things happened that are important to remember. There are also maps with keys that we should look at carefully to really understand what we read.  Today we will look at how photographs, timelines, diagrams and other visual text features connect with or add to the words on the pages of the nonfiction books we are reading. We will look closely and study these features to help understand the books better.  Nonfiction readers figure out how photographs, timelines, diagrams and other visual text features connect with or add to the words on the page by studying or reading the pictures, labels, headings and sidebars. |
| ***Teach:***  (Turn to pages 14 and 15) Watch me as I show you how I think about the visual nonfiction text features in this book that we’ve already read together. Wow! What do I see? I see a heading. It says “Mammals on the Move.” I see a subheading that says “Mammals that Jump.” I see lots of labels by the photograph of the kangaroos. It points to their body parts and names them. Look at here, there is a caption that says, “Other Mammals That Jump.” I just learned a new word, jerboa. It looks like a type of rodent, and it must jump, because it’s in the box with the mammals that jump. Oh, up here there is another photograph with a caption that says, “brush-tailed rock wallaby.” I wonder if that is a kind of kangaroo? I need to read further.  Look right here, (point to the label that says powerful hind legs) This is directly connected to the words that say “Believe it or not, red kangaroos can leap more than 25 feet in a single bound. It’s also related to where it says “They hop along by pushing off the ground with their large feet and powerfull back legs.” The author is trying to show us a picture that explains what their powerful legs can do and shows what they look like. That really helps me to understand.  (Point to and read top of page 15) Oh, now I know more about the brush-tailed rock wallaby. It is like the kangaroo! It says they are small to medium-sized mammals in the kangaroo family, and they can jump 13 feet high! The picture helps me understand that because their legs look very big and long and powerful just like a kangaroo. Look, they are almost as long as half their body. |
| ***Active Involvement:*** |
| ***Link:*** |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

**Unit 4 Mini Lesson 9**

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| **Unit of Study:** | #4 Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers see more than the text on the page. |
| **Teaching point:** | Nonfiction readers understand illustrations without any text by searching for words that explain what the picture is teaching. |
| **Catchy phrase:** | We read pictures. We read words. |
| **Text:** | Various nonfiction books |
| **Chart:** | Nonfiction Text Features |
| **Standard:** | 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  2.RI.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, 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****:* Remember yesterday when we used the captions, labels, headings and sidebars to help us understand the book and the picture. Today we are going to talk about what happens when there are no captions, labels or sidebars with the picture. |
| ***Teach:*** We need to “read” the pictures in nonfiction. Nonfiction readers look hard at the pictures in our books. We ask- What is this picture teaching me about the topic?- We need to make connections between the words and the pictures. Nonfiction readers look at the pictures in our books and search for the words on the page that help us understand the pictures. We read these words closely, then, look at the picture again to understand it better. We read pictures and we read words. |
| ***Active Involvement:*** Let’s look at this picture that has no caption, labels or sidebar. Let’s read the picture. Tell me what you see. Accept several children’s suggestions. Now, let’s read the page and see if we can understand the picture better. We read the picture. We read the words. If you hear me read something that explains or tells you more about the picture wave at me. Teacher reads the book, stopping to discuss what was read when a child waves. Repeat for another picture as time allows. |
| ***Link:*** Today and every day that you read, study the pictures and then look for words on the page that help explain the picture. We read pictures. We read words. Then, we read them both all over again. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Please get with your reading partner and share a picture you found that did not have any captions, labels or sidebar. Show where you learned more about the picture in your book. Then, we will come to the carpet and you can share what your partner told you. |

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| **Unit 4 Mini Lesson 10** | |
| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers see more than the text on the page |
| **Teaching point:** | Nonfiction readers respond to new learning by jotting down their ideas using their own words. |
| **Catchy Phrase:** | Read and jot! |
| **Text:** |  |
| **Chart:** | This makes me think of \_\_\_\_\_\_\_\_\_\_\_\_\_\_. This makes me wonder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This is just like \_\_\_\_\_\_\_\_\_\_\_. This surprises me because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Standard:** | 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, 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:***  We have been reading lots of books this year. We have read fiction and nonfiction books. We have learned how to make connections when we are reading fiction books. We have also learned to write down our ideas while we are reading.  Today, we are going to talk about how to respond to the new things we are learning. |
| ***Teach:***  As readers we are constantly making connections, learning new things, and asking ourselves questions. It is important for us to write down these thoughts so we don’t lose this information, but we can’t copy the author’s exact words. Nonfiction readers respond to new things by jotting down their ideas in their own words.  (Teacher pulls out a nonfiction big book with previously marked pages with ideas written on sticky notes) I started reading this book earlier and I want to show you what I learned about. Let me show you how I respond to what I am reading by jotting down my ideas on a sticky note because nonfiction readers respond to new things by jotting down their ideas in their own words.  (Teacher opens up book to marked page) On this page, I wrote down, This surprises me because I didn’t know that the rain forest habitat had four different levels. (Teacher turns to another page and does a think aloud, showing students how to read and write down her ideas) Watch as I read this page and respond to new things while I am reading. (Teacher reads a page and writes down another thought using a different sentence frame)  It is important to remember to jot down our ideas when reading because nonfiction readers respond to new things by jotting down their ideas in their own words. |
| ***Active Involvement:***  (Teacher turns to a new page and reads it) I want you to turn to your carpet partner and tell them an idea you had about what I just read. Make sure to use a sentence frame when sharing with your partner. ( Teacher listens to partners and jots down an idea and shares it with the group) I heard a student say, this makes me think \_\_\_\_\_\_\_\_\_. (Teacher models writing it down on a sticky note) I am going to write down your idea because nonfiction readers respond to new things by jotting down their ideas in their own words  (Teacher turns to a second page and reads it) Again, I want you to turn to your carpet partner and tell them an idea you had about what I just read. Make sure to use a sentence frame when sharing with your partner. ( Teacher listens to partners and jots down an idea and shares it with the group) I heard a student say, This makes me wonder \_\_\_\_\_\_\_\_\_. (Teacher models writing it down on a sticky note) |
| ***Link:***  We need to remember, when reading nonfiction books, to always jot down our ideas because nonfiction readers respond to new things by jotting down their ideas in their own words. |
| ***Mid-Workshop Teaching Point:***  Teacher compliments a few students who have been jotting down their ideas because nonfiction readers respond to new things by jotting down their ideas in their own words. |
| ***Share:***  Teacher chooses a few students to share their sticky notes with the class. |

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| **Unit 4 Mini Lesson 11** | |
| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers see more than the text on the page |
| **Teaching point*:*** | Nonfiction readers grow bigger ideas by jotting down ideas, thoughts and questions as they read; using their own words. |
| **Catchy Phrase:** | Think, question, and grow! |
| **Text:** | Nonfiction book |
| **Chart:** |  |
| **Standard:** | 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, 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:***  We have been reading lots of books. We have read fiction books and nonfiction books. We also learned that it is very important to write down our ideas when we are reading. We have noticed that sometimes lots of ideas pop in to our head while we are reading. Yesterday, we learned to jot down these ideas on sticky notes.  Today, we are going to continue writing down our ideas, but we also will include our thoughts and questions in order to grow bigger ideas. |
| ***Teach:***  Let me show you how we can use the ideas we wrote down yesterday to grow even bigger ideas because nonfiction readers grow bigger ideas by jotting down ideas, thoughts and questions as they read.  (Teacher pulls out a previously read nonfiction big book and opens up to the marked page that has ideas written down from the day before) Remember yesterday when I read, I learned that the rainforest has 4 different levels in its habitat. Hmm, I wonder if other habitats have different levels. I am going to write this question down because nonfiction readers grow bigger ideas by jotting down ideas, thoughts and questions as they read. (Teacher writes Do other habitats have different levels?)  (Teacher turns to another previously marked page and reads aloud the idea written on the sticky note) Yesterday I heard someone say This makes me think that it would be very difficult to live in the desert. When I read this I began to think How do people live in the desert? (Teacher writes down the question)  It is important as readers to learn from our ideas by asking questions because nonfiction readers grow bigger ideas by jotting down ideas, thoughts and questions as they read. |
| ***Active Involvement:***  Now you have seen how I used the ideas I wrote down yesterday to come up with a question that helped me grow bigger ideas. Now it is your turn to take the idea I read to you and form a question with your partner that will help you grow a bigger idea because nonfiction readers grow bigger ideas by jotting down ideas, thoughts and questions as they read.  (Teacher turns to a marked page from yesterday and reads the idea) Quickly turn to your partner and try to grow a bigger idea by thinking of a question or a thought. (Teacher listens in on partner conversations and chooses an example to share) I heard a student wondering why…. (Teacher writes down question and posts it on the page) I can really see how that question/thought would help us grow bigger ideas because Nonfiction readers grow bigger ideas by jotting down ideas, thoughts and questions as they read. |
| ***Link:***  Make sure as you are reading today that you use the ideas that you wrote yesterday to help you grow bigger ideas by writing down questions/thoughts because nonfiction readers grow bigger ideas by jotting down ideas, thoughts and questions as they read. |
| ***Mid-Workshop Teaching Point***  Have a student share a question that they have written. |
| ***Share:***  Have a few students share their bigger ideas with the class. |

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| **Unit 4 Mini Lesson 12** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers see more than the text on the page |
| **Teaching point:** | Nonfiction readers work hard to answer questions by hunting in the book or by looking in another book. |
| **Catchy Phrase:** | Look here, look there, look everywhere!!!! |
| **Text:** |  |
| **Chart:** |  |
| **Standard:** | 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  When we are reading nonfiction books many ideas and thoughts come to our minds. We have learned to jot down our ideas, thoughts, and questions while we are reading to grow bigger ideas. Sometimes, we read about things we already know about and sometimes it is new information that makes us wonder. Those wondering, or questions, often leaves us wanting more information. Today I am going to show you how to answer those questions. |
| ***Teach:***  Remember yesterday when we used our ideas to grow bigger ideas by asking questions. Today I am going to show you how to take those questions and answer them by looking at the book or by searching in another book because nonfiction readers work hard to answer questions by hunting in the book or by looking in another book.  (Teacher opens up the book from the previous day and reads aloud the question that was written on the sticky note). This question we wrote says Do other habitats have different levels? (Teacher looks at the table of contents to see whether the question could be addressed in another chapter.)  Hmmm. I’m trying to find out whether other habitats are made up of different levels. Oh….Maybe if I look at the Ocean Habitat section I will see if it has different levels. (Teacher turns to the Ocean Habitat section and notes that indeed the Ocean Habitat does have different levels). Wow, it was hard work but I learned that other habitats do have other levels.  (Teacher reads aloud another question from a sticky note and attempts to answer it by looking at the table of contents and the index page). Now I’m trying to find out the answer to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Hmmm. I checked the table of contents and the index page, but neither one looks as though it will answer my question.  I will need to look in another book to see if I can find the answer to my question because nonfiction readers work hard to answer questions by hunting in the book or by looking in another book.  (Teacher shows another book where the answer to the question can be found. Model opening up the book and reading the table of contents and searching for the answer). Here on page \_\_\_\_\_ it says we will find more information about the same topic. Let’s go to that page to see whether we could answer that question. (Make sure the book contains the answer to your question).  Geez, that was a lot of hard work but I certainly learned more about the topic by searching for the answers because nonfiction readers work hard to answer questions by hunting in the book or by looking in another book. |
| ***Active Involvement:***  Let’s work hard to answer our question. Let’s use the table of contents to search where we might find the answer to this question. (Teacher reads aloud a previously written sticky note question where students will surely be able to answer the question by locating the section in the table of contents that will lead to the answer). Turn to a partner and tell your partner what section I should turn to that may or may not help me find the information I am looking for.  (Teacher listens to students and asks a student, a good model, to share which section we should turn to. Teacher turns to that section and finds that it indeed answers the question). Look, here is the answer to the question I was trying to answer. It says \_\_\_\_\_\_\_\_\_\_\_.  It was a lot of hard work but we were able to find our answer because nonfiction readers work hard to answer questions by hunting in the book or by looking in another book. |
| ***Link:***  Today and every day when you have questions remember the ways in which we can try to answer our questions because nonfiction readers work hard to answer questions by hunting in the book or by looking in another book. |
| ***Mid-Workshop Teaching Point*** |
| ***Share:*** |

**Unit 4 Mini Lesson 13**

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers tackle tricky words in our books. |
| **Teaching point:** | Nonfiction readers define unknown words by using text features of a nonfiction book. |
| **Catchy Phrase:** | Use the features! |
| **Text:** |  |
| **Chart:** |  |
| **Standard:** | 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.  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.  a. Use sentence-level context as a clue to the meaning of a word or phrase |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  We have been reading nonfiction books, jotting down ideas, asking questions, and answering them. However, sometimes we are going to come across some words that we may be able to read and sound out, but we don’t understand what they mean.  Today I am going to show you parts of the book that will help you understand the meaning of the word because nonfiction readers tackle hard words by using text features of a nonfiction book. |
| ***Teach:***  First I want to remind you of the different parts of a nonfiction book. You learned about many of these features last year when you were reading nonfiction books. (Teacher show the pages that have the table of contents, the glossary, the index, the side bar, captions, and the pictures)  Let me show you what I mean. (Teacher reads and comes across a difficult, yet bold faced word). Hmm, I don’t understand what that word means. Wait, but it is bold faced and I know what that means. Words that are bold faced are important words and their definitions can be found in the glossary which is located in the back of the book. I think I will turn to the glossary to see what it means. (Teacher turns to the glossary, reads the definition, and then turns back to the page where the difficult word was located).  Now I understand what this word means and can understand the sentence!  (Teacher turns to another page and stumbles across a bump in the road. Teacher turns to the glossary and doesn’t find the word there) Hmm, what else can I do to figure out this word? I know! I could use the picture and the other information on the page to help me figure out what it means. (Teacher reads the word again and uses the picture and information to figure out the meaning). Oh, now I understand what that word means! It means that \_\_\_\_\_\_\_\_\_\_.  When I come across a word in a nonfiction book I don’t understand I use different parts of the book to figure out the meaning of the word because nonfiction readers tackle hard words by using text features of a nonfiction book. |
| ***Active Involvement:***  Now it is your turn to try to figure out the meaning of the word. (Teacher reads a page from a nonfiction text and highlights the word students are to try to figure out, teacher has a blown up glossary for the students to refer to which contains the highlighted word.)  Quickly turn to your partner and explain to them what you think the word means. We need to remember to always use the nonfiction book to figure out unknown words because nonfiction readers tackle hard words by using text features of a nonfiction book. |
| ***Link:***  Today while you are reading remember that when you come across an unknown word the parts of the book can help you because nonfiction readers tackle hard words by using text features of a nonfiction book. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 4 Mini Lesson 14** |

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| **Unit of Study:** | #4 Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers tackle tricky words in our books. |
| **Teaching point:** | Nonfiction readers tackle hard words by using known strategies. |
| **Catchy phrase:** | What kinds of words would make sense? |
| **Text:** | Various nonfiction |
| **Chart:** | Nonfiction Text Feature |
| **Standard:** | 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  2.RF.4 Read with sufficient accuracy and fluency to support comprehension.  2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:* Remember yesterday we used some strategies that we already knew. We used the pictures, sidebars, glossary or fitting another word in place of the hard one and reading on. |
| ***Teach:*** Today I want to teach you that when readers come across a tricky word in our nonfiction texts, we remember the many strategies we used when we read fiction books to help us. Today we are going to ask ourselves, “What kinds of words would make sense?”  Here in my big book I ran across this word \_\_\_\_\_\_\_\_. How can I figure out what this word means? I can use the charts in the room and think of all the different ways we already know to figure these words out. We ask ourselves, ‘What word would sound right here? What kind of words would make sense?’ I can read around words I don’t know. I can substitute a word. I can cross-check. I can think, ‘What kind of word would make sense?’ |
| ***Active Involvement:*** Look at this page in my big book. I have covered up one of the words. Turn to your partner and be ready to tell us what you did to figure out this word. Have a few students share out. Do the same thing again on another page with a different word and have a few students share out again. |
| ***Link:*** When you read today and every day, when you come across a tricky word, think about the strategies you learned with fiction books and ask yourself, “What kinds of words would make sense?” |
| **Mid-Workshop Teaching Point:**  Sit with your partner and tell them about a tricky word you figured out. |
| **Share:**  Call all the kids to the carpet and tell the class about a tricky word your partner figured out. |

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| **Unit 4 Mini Lesson 15** |

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| **Unit of Study:** | #4 Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers tackle tricky words in our books. |
| **Teaching point:** | Nonfiction readers decode hard words by reading it part by part and checking text features. |
| **Catchy phrase:** | Chunk it and check it. |
| **Text:** | Various nonfiction books |
| **Chart:** | Nonfiction Text Features |
| **Standard:** | 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  2.RF.4 Read with sufficient accuracy and fluency to support comprehension.  2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:* Remember how yesterday we figured out a tricky word using the strategies we already knew, like cross-checking, fitting another word in place of the hard one and reading on , and checking what would make sense, using pictures, sidebars or the glossary. |
| ***Teach:*** Today I want to teach you that nonfiction readers decode hard words by reading it part by part, then checking text features like pictures, captions, diagrams and sidebars. We chunk it first and then check it. Chunk it and check it. Here in my big book I came across this tricky word. These are the chunks I saw, \_\_ \_\_ \_\_. I think it might be \_\_\_\_\_. I will check the pictures and other text features on this page to see if I am correct. Oh, yes, I see the word under this diagram and the arrow is pointing to what I thought it was. I chunked it and then I checked it with the diagram and I think I am right. Chunk it and check it. |
| ***Active Involvement:*** Look at this page. Look at this word. What chunks do you see? Let’s chunk it together. Now where else on the page do you see this word, so we can check to see if we are right? Let’s do this again on another page with this word. Now, let’s do this again on another page with a different word. |
| ***Link:*** Today and every day when you read put a post it next to a tricky word that you chunked and checked. I am going to give you two halves of a post-it, so you can find two tricky words you chunked and checked. Remember- Chunk it and Check It. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Come to the carpet and share your post it with your group. |

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| **Unit 4 Mini Lesson 16** |

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| **Unit of Study:** | #4 Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers tackle tricky words in our books. |
| **Teaching point:** | Nonfiction readers figure out difficult words by writing them down and discussing them with a partner. |
| **Catchy phrase:** | Readers help each other! |
| **Text:** |  |
| **Chart:** | Nonfiction Text Features |
| **Standard:** | 2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:* For the past few days we have been tackling tricky words using all of our strategies. Let’s add one more important resource, your reading partner. Readers help each other. |
| ***Teach:*** Today I want to tell you that sometimes readers will come across a hard word in our nonfiction texts and we may try every strategy we know to figure it out but still not understand what it might mean. When we’ve tried and we still are unsure, we jot it down on a Post-it and try to figure it out with our partner.  Readers help each other. I’ve been reading this book each day I have come to this really hard word. I have chunked it three different ways and I still don’t recognize it. I have looked over the text features. It is not in the heading. It is not in the glossary. I also can’t find it in the caption or the diagram. I am stuck!  I will jot it on a Post-it note and discuss it with my reading partner, because nonfiction readers figure out difficult words by writing them down and discussing them with a partner.  (Have a student in the room come up and help you figure out the word and talk about what it means.) |
| ***Active Involvement:*** Now let’s look at this page. Chunk this word to yourself and see if you can figure it out. Wait 10-15 seconds. Now turn to your reading partner and talk about it. Talk about why you think it is what you think it is. Now talk about what you think it means. Repeat if you think it is necessary. |
| ***Link:*** Today and every day when you are reading, try every strategy you know to figure out the word and if you still don’t know it, then write it on a Post-it note and be ready to have your partner help you with it. Readers help each other. |
| **Mid-Workshop Teaching Point:** |
| **Share:** Have the kids come to the carpet and share word(s) that they have found. Have one or two partner pairs tell the group how they helped each other. |

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| **Unit 4 Mini Lesson 17** |

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| **Unit of Study:** | #4 Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers can read more than one book about a topic to compare and contrast. |
| **Teaching point:** | Nonfiction readers increase their learning by participating in a reading club and planning what to do. |
| **Catchy phrase:** | Mind your reading club manners! |
| **Text:** | Various leveled nonfiction books |
| **Chart:** | Nonfiction Text Feature: Glossary, diagram, photographs  Reading Book Club Manners-What does it sound like? What does it look like? |
| **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.   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. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Remember how we worked with our partners to figure out tricky words. Today we are going to learn how to use a whole group of people, or club, to help us read and understand our books better. |
| ***Teach:*** Today, I want to remind you that when we are members of a reading club, we talk to other club members and plan the work our club will do. We will have to mind our reading club manners! One thing that reading clubs might do is jot notes on the ideas and the questions we have as we read the books on our topic. At the end of our reading, we can collect these Post-its in our club folders. Let’s make a chart of what reading club manners sound like and look like so we know what it means to Mind your Reading Club Manners. Remember Reading Club members each need to use Post-its.  Label the chart *Reading Book Club Manners*.   |  |  | | --- | --- | | Description: C:\Users\dbochsler\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JGV96WKA\MM900236233[1].gifLooks Like | Description: C:\Users\dbochsler\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\6TQT4ANL\MC900238192[1].wmfSounds Like | | Teacher writes the list of the students’ suggested rules for what it looks like. | Teacher writes the list of the students’ suggested rules for what it sounds like. | |
| ***Active Involvement:*** The students’ suggestions and discussion is the active involvement. |
| ***Link:*** Now let’s practice our manners while we get together and jot down on Post-it notes ideas and questions you think of while you are reading your books. Allow just a few minutes. The students need to be writing Post-its for a little bit before you stop them so you can teach them how to do it. |
| **Mid-Workshop Teaching Point:**  Gather the kids and model what a good Post-it note looks like and what an incomplete Post-it looks like. For example: A Post-it note should say, “I wonder how whales breathe?” instead of “Whales”. You will want to demonstrate a complete sentence and a complete question. Send the kids back to their Reading Club and have them read and jot more Post-its. |
| **Share:**  Collect the Post-its in a previously prepared Club Folder and have each group share one Post-it. |

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| **Unit 4 Mini Lesson 18** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers can read more than one book about a topic to compare and contrast |
| **Teaching point:** | Nonfiction readers in a club increase their knowledge by choosing and discussing just one post-it at a time to talk about. |
| **Catchy Phrase:** |  |
| **Text:** | How Animals Move by David Byrne (Level L) |
| **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.   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. 3. Ask for clarification and further explanation as needed about the topics and texts under discussion.   3.SL.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  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. |

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| **Mini Lesson: (**7-10 minutes total)  Please make sure students are sitting in their book clubs on the carpet. Pre-select one person from each book club to bring a sticky note. |
| ***Connection:*** Up until now as nonfiction readers, we have been using post-it notes to document our learning about places we’ve seen, ideas that are new to us and connections we’ve made about what we already know. Today we’re going to get a chance to share them with others.  As we work in book clubs today, we will be reviewing our post-it notes and talking about the thinking we were doing while we were reading. Good nonfiction readers talk with others about what they’ve learned in their books and grow knowledge and understanding through conversations in book clubs. |
| ***Teach:*** (Use some students and/or other adults to help model book club). Watch me as I show you how this works…I’ve been reading this book called “How Animals Move,” as I was reading, I learned a lot of cool and new things! I documented my learning on sticky notes as I read. Let me share one with you.  I read the subtitle on page 12 so I knew these two pages were going to be about animals that crawl. But as I was reading about chameleons and how they crawl I noticed the picture. I wrote on my sticky note, “This makes me wonder” does the Chameleon throw its tongue out toward its prey for food? And is the end of its tongue sticky? I noticed there was no explanation in the text. I really want to talk about this sticky note with my group to share what I think and find out what others know.  This is how it will work, I’m going to share my sticky note first and what I think. Lauralee, Misael and Lilli will have a chance to respond.  Lauralee will go first. She can share something she knows about chameleons and their tongues and I can respond to her (give a few seconds for this to occur). Then, Misael would share something he knows about chameleons and their tongues and I can respond to him (give a few seconds for this to occur). Finally, Lilli can share something she knows about chameleons and their tongues and I can respond to her (If there isn’t time for each group member to respond, it is okay).  Each of us will have our turn sharing one of our Post-its with our non-fiction book clubs today. Remember nonfiction readers grow their ideas by talking with others about their learning. |
| ***Active Involvement:***  Ok, now it’s your turn to try it, one person from your book club has brought a sticky note they will share with the club. Let’s remember that they will share and then one person at a time will get to respond to the person that shared. (The teacher observes as students share and work through the modeled protocol).  Okay, I just heard Lauralee’s group talk about her sticky note. Lauralee shared about spiders not being insects because they only have two body parts and six legs instead of three body parts and six legs. I heard Misael respond that he was unaware the spiders were not insects, but he does know that flies are and so they must have three body parts and six legs. Remember nonfiction readers grow their ideas by talking with others about their learning. |
| ***Link:*** So as you work in your book club today and every day from now on, remember you can take time to really talk about one sticky note and you’ll learn more from having a conversation with others about one person’s idea. Remember nonfiction readers grow their ideas by talking with others about their learning. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 4 Mini Lesson 19** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers can read more than one book about a topic to compare and contrast |
| **Teaching point*:*** | Nonfiction readers compare and contrast by reading more than one book on the same topic. |
| **Catchy Phrase:** | Good nonfiction readers compare and contrast by reading more than one book on the same topic. |
| **Text:** | Animal Tails by David Schwartz, Using a Tail by Jo Windsor, Tails by Carol Krueger |
| **Chart:** | Comparing and contrasting prompts, p. 74, Reading club manners |
| **Standard:** | 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.  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.   1. Ask for clarification and further explanation as needed about the topics and texts under discussion. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** Yesterday as we worked in book clubs, we reviewed our post-it notes and talked about the thinking we did while we were reading. We know that good nonfiction readers talk with others about what they’ve learned in their books and grow knowledge and understanding through conversations in book clubs.  Good nonfiction readers also take time to read more than one book on the same topic then, compare and contrast the information they learned to have a deeper understanding. |
| ***Teach:*** We have a tub of books on animal adaptations, tails, eyes noses, legs and ears. Remember yesterday when we read those three books about tails? I have them right here with me and we’re going to use them to compare and contrast tails. Now I want you to look at this compare and contrast chart and watch and listen as I use it to help me talk about these books.  Prompts:   * On this page [in this book] \_\_\_\_\_\_\_\_\_, but on this page [in this book] \_\_\_\_\_\_\_\_\_\_. * The difference between \_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_. * What’s the same about these two \_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_. * Unlike the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in this book the \_\_\_\_\_\_\_\_\_\_\_\_\_ does or [doesn’t].   On page 6 of Animal Tails by David Schwartz, I see that male guppies have colorful tails that they use to get attention from female guppies and on page 14 of Using a Tail by Jo Windsor, the peacock uses its tail to get attention as if to say “look at me.” What’s the same about these two animals is they both use their tails to get attention. Unlike the lizard in the Tails book by Carol Krueger, the chameleon in the Animal Tails book by David Schwartz does not lose its tail.  Did you see how I used the prompts on the compare and contrast chart to talk about the similarities and differences in the books that we read? Using the prompts helps me to organize my thinking and be more specific about how I notice what is the same and different. Good nonfiction readers compare and contrast by reading more than one book on the same topic. |
| ***Active Involvement:***  Let’s use these two prompts to help us compare and contrast about tails.   * On page 8 [in Animal Tails] the tadpole uses its tail to move through water, but on this page 12 [in Using a Tail] it says a shark uses its tail to move through water.   Now let’s read this together. (Make sure the above bullet is posted and read it together as a group to help scaffold the language).   * The difference between Using a Tail and Tails is Using a Tail tells us about how animals use their tails and Tails tells us what they are like.   Now let’s read this together. (Make sure the above bullet is posted and read it together as a group to help scaffold the language).  Did you see how when we used the prompts it helped us organize our thinking about what was the same and what was different? Good nonfiction readers compare and contrast by reading more than one book on the same topic. |
| ***Link:*** Today as you’re working in your book clubs, you will be comparing and contrasting what you’ve read by using the prompts on the chart. As your comparing and contrasting you can support one another by restating the prompts on the chart.  Good nonfiction readers compare and contrast by reading more than one book on the same topic. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 4 Mini Lesson 20** |

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| **Unit of Study:** | Reading Nonfiction, Reading the World |
| **Goal:** | Nonfiction readers can read more than one book about a topic to compare and contrast |
| **Teaching point*:*** | Nonfiction readers grow their understanding of a topic by reading lots of books about it. |
| **Catchy Phrase:** |  |
| **Text:** | Monarch Butterfly by David Schwartz, The Life of a Butterfly by TIME for Kids |
| **Chart:** |  |
| **Standard:** | 2.RI.9 Compare and contrast the most important points presented by two texts on the same topic. |

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| **Mini Lesson: (**7-10 minutes total)  Have students sit in book clubs on the carpet and bring their topic book tubs with them. |
| ***Connection:***  Yesterday we learned that good nonfiction readers take time to read more than one book on the same topic then, compare and contrast the information they learned to have a deeper understanding. When we read more than one book on the same topic, we can learn something different from each book and then put what we’ve learned together to get a more detailed understanding of the topic. We can mix and match information from all these books to make our own notes. |
| ***Teach:***  This is how it can work: These are books about butterflies. Both of the books tell me about the butterfly lifecycle. The first one says that the mother butterflies lay eggs. The second book says that they lay eggs on milkweed plants and that the egg is the size of a pencil point. Now watch! I can mix and match the information in the two books to get a deeper understanding. Using information from the first book I’ll say to myself “mother butterflies lay eggs.” From the second book I’ll add to the information that the eggs are the size of pencil points and they are laid on milkweed plants.  I get part of my information from here [hold up the first book] and another part from here [hold up the second book]. Did you see again how I was able to use both books to understand the topic about the butterfly lifecycle more deeply with specific details. |
| ***Active Involvement:***  So now you’ve been talking for a couple days on a topic in your book clubs, now is your chance to think through the different books. What information from the different books on your topic can you put together to have a more complete understanding of your topic? In your groups, talk about or share from the books that you have building on the information you gathered from your books.  I heard Carlos’ book club discussing their topic about spiders. Cassidy shared that one book talked about spiders being poisonous. Dimas shared that in the book he read, poisonous spiders have special markings on them that let people know that they are poisonous, such as the black widow.  Did you see how Carlos, Cassidy and Dimas’ group used more than one book to understand poisonous spiders better? |
| ***Link:*** Now, you can go back to your book clubs, gather information from various books on your topic and jot down this information you may have gained in your reading journals. Remember to save all the information you’ve jotted down because you will get to use it in your celebration project. |
| ***Mid-Workshop Teaching Point:*** |
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