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*Series Reading and Cross Genre Club*

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| Lesson 22 | Readers use the information by teaching others and talking smart about their topic. | Missing |

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| ***Grade 2 Reading Unit 5***  ***Unit of Study Planning Template*** | ***Dates***  Feb 5-Mar 8 |

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| Unit: | Series Reading and Cross Genre Clubs |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Readers figure out how a series goes, noticing patterns and predicting what will happen. * Even when readers think we know how a series will go, we are ready to be surprised. * Readers grow smart ideas by looking across different series, and we use the smart work of club members to push our thinking. * Readers let a series book lead us into learning about a topic. |

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| Essential Questions:  *(These should be aligned with Goals.)* |  |

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| Standards: | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  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.  c. Ask for clarification and further explanation as needed about the topics and texts under discussion.  2.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. |

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| Key Vocabulary: | Theories, patterns, series, change, predict, expect, anticipate, compare, contrast, graphic organizer, revise, complex, agree, disagree, author’s message, lesson, sources, fiction, nonfiction |

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| Anchor Texts: | Magic Tree House, A to Z Mysteries, Frog and Toad, Pinky and Rex, Froggy, Cam Jansen, Nate the Great, Horrible Harry, Judy Moody, Junie B. Jones, Ramona, Clifford, Arthur, The Polk Street Kids, Little Bear, Iris and Walter, Henry and Mudge, Marvin Redpost, Amelia Bedelia, Eloise, If you give a Mouse a cookie, Madeline, Wayside School |

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| Other Resources: |  |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE* | *SUMMATIVE* |
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Unit of Study at a Glance Planner

| **UNIT 5:** Series reading and cross genre reading clubs | | | |
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| **GOAL:**  Readers figure out how a series goes, noticing patterns and predicting what will happen | **GOAL:**  Even when readers think we know how a series will go, we are ready to be surprised. | **GOAL:**  Readers grow smart ideas by looking across reading series and we use the smart work of club members to push our thinking. | **GOAL:**  Readers let a series book lead us into learning about a topic. |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * *Readers predict and notice patterns in a story by reading series books.. (pg. 94)*   *2.RML.5-1*   * *Readers question why a pattern is happening by noticing patterns in a series book. (pg. 94)*   *2.RML.5-2*   * *Readers come up with theories about characters by noticing change in the character. (pg. 94)*   *2.RML.5-3*   * *Readers pay close attention to patterns by jotting down why they think something is important. (pg. 94)*   *2.RML.5-4*   * *Readers predict what will happen by paying attention to the patterns in a series. (pg. 94)*   *2.RML.5-5*   * *Readers talk long and strong about a book by collecting sticky notes they wrote while reading the book. (g. 95)*   *2.RML.5-6*   * *Readers work hard to make sure they understand their books by comparing and contrasting two books in the same series. (Pg. 95)*   *2.RML.5-7*   * *Readers see how books in a series fit together by listening to what their partner says about another book in the series and asking questions about it. (pg. 95)*   *2.RML.5-8* | * *Readers gather more information about the story by stopping and asking themselves questions. (pg. 95)*   *2.RML.5-9*   * *Readers keep track of their thoughts by using a graphic organizer. (pg.95)*   *2.RML.5-10*   * *Readers revise their all or nothing thinking by understanding that characters are complex. (pg. 95)*   *2.RML.5-11*   * *Readers sort out their thinking about characters by discussing what they are confused by or don’t agree with. (pg.95)*   *2.RML.5-12*   * *Readers expect to be surprised by the characters by being on the “lookout” for those surprising moments. (pg.96)*   *2.RML.5-13*   * *Readers continue their thinking after they finish a book by reflecting on the author’s message or lesson. (pg 96)*   *2.RML.5-14* | * *Readers think deeply about their books by talking to our partners or club members about what is the same and what is different. (pg. 96)*   *2.RML.5-15*  *Readers compare and contrast their books by reading different books in a series and thinking how they are alike and different.9pg. 96)*  *2.RML.5-16*   * *Readers understand that characters are sometimes the same and sometimes different by studying the interaction and reactions within a series. (pg. 96)*   *2.RML.5-17*   * *Readers come up with theories of their characters actions by making connections and asking questions. (pg. 96)*   *2.RML.5-18* | * *Readers can learn more about their book and character by reading other books to get more information. (pg.97)*   *2.RML.5-19*   * *Readers grow their ideas by going back and forth between fiction and non- fiction books to expand their knowledge. (pg. 97)*   *2.RML.5-20*   * *Readers can find answers to their questions by using many non-fiction sources. (pg. 98)*   *2.RML.5-21*   * *Readers use the information by teaching others and talking smart about their topic. (pg. 98)*   *2.RML.5-22* |

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| **WORKSHOP CALENDAR FOR:** | **2nd Grade Reading Unit 5** | **Date:** Feb 5-Mar 8 |
| **Unit of Study: Unit 5** | Series Reading and Cross Genre Reading Clubs |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  | 2/5  Readers predict and notice patterns in a story by reading series books. (pg. 94)  2.RML.5-1 | 2/6  Readers question why a pattern is happening by noticing patterns in a series book. (pg. 94)  2.RML.5-2 | 2/7  Readers come up with theories about characters by noticing change in the character. (pg. 94)  2.RML.5-3 | 2/8  Readers pay close attention to patterns by jotting down why they think something is important. (pg. 94)  2.RML.5-4 |
| 2/11  Readers predict what will happen by paying attention to the patterns in a series. (pg. 94)  2.RML.5-5 | 2/12  Readers talk long and strong about a book by collecting sticky notes they wrote while reading the book. (g. 95)  2.RML.5-6 | 2/13  Readers work hard to make sure they understand their books by comparing and contrasting two books in the same series. (Pg. 95)  2.RML.5-7 | 2/14  Readers see how books in a series fit together by listening to what their partner says about another book in the series and asking questions about it.(pg. 95) 2.RML.5-8 | 2/15  No school |
| 2/18  No school | 2/19  Readers gather more information about the story by stopping and asking themselves questions. (pg. 95)  2.RML.5-9 | 2/20  Readers keep track of their thoughts by using a graphic organizer. (pg.95)  2.RML.5-10 | 2/21  Readers revise their all or nothing thinking by understanding that characters are complex. (pg. 95)  2.RML.5-11 | 2/22  Readers sort out their thinking about characters by discussing what they are confused by or don’t agree with. (pg.95) 2.RML.5-12 |
| 2/25  Readers expect to be surprised by the characters by being on the “lookout” for those surprising moments. (pg.96)  2.RML.5-13 | 2/26  Readers continue their thinking after they finish a book by reflecting on the author’s message or lesson. (pg 96)  2.RML.5-14 | 2/27  Readers think deeply about their books by talking to our partners or club members about what is the same and what is different. (pg. 96)  2.RML.5-15 | 2/28  Readers compare and contrast their books by reading different books in a series and thinking how they are alike and different.. 9pg. 96)  2.RML.5-16 | 3/1  Readers understand that characters are sometimes the same and sometimes different by studying the interaction and reactions within a series. (pg. 96) 2.RML.5-17 |
| 3/ 4  Readers come up with theories of their characters actions by making connections and asking questions. (pg. 96)  2.RML.5-18 | 3/5  Readers can learn more about their book and character by reading other books to get more information. (pg.97)  2.RML.5-19 | 3/6  Readers grow their ideas by going back and forth between fiction and non- fiction books to expand their knowledge. (pg. 97)  2.RML.5-20 | 3/7  Readers can find answers to their questions by using many non-fiction sources. (pg. 98)  2.RML.5-21 | 3/8  Readers use the information by teaching others and talking smart about their topic. (pg. 98) 2.RML.5-22 |

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| **Unit 5 Mini Lesson 1** |

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| **Unit of Study:** | Series Reading and Cross-Genre Reading Clubs |
| **Goal:** | Readers figure out how a series goes, noticing patterns and predicting what will happen |
| **Teaching point**: | Readers predict and notice patterns in a story by reading series books.  Los lectores predicen y notan los patrones en la historia al leer libros de la misma serie. |
| **Catchy phrase:** | Remember the old. Notice what’s new!  іRecuerda lo que ya sabes y nota lo que es nuevo! |
| **Text:** | Nate the Great or other series the class is familiar with. All Sticky notes need to be saved from the first 5 lessons. |
| **Chart:** |  |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Just like sports fans follow their favorite teams and television watchers follow their favorite shows, so, too, readers follow their favorite series. (Teacher uses an example of what is recurring in one of students’ favorite children’s show.) |
| ***Teach:***  Today I want to teach you that as we read on in a series we carry everything we know about the series with us. We enter each book in the series expecting to reencounter certain things, like a recurring cast of characters or setting. When we read our series books, we see new things because of all that we already know. We notice things that are out of the ordinary or pay attention to the introduction of new characters, new places, or new experiences. Readers predict and notice patterns in a story by reading series books. Remember the old and notice what’s new!  Whenever I pick up a new Nate the Great book I bet he will eat lots of pancakes, someone will bring him a mystery to solve and he’ll leave his mom a note. I think his friend Annie will have a dog named Fang and his friend Rosamond will have black cats, big ones and little ones. Readers predict and notice patterns in a story by reading series books. Remember the old and notice what’s new! |
| ***Active Involvement:***  (Teacher holds up examples of several series books.) Think to yourself and count on your fingers what you know always happens in one of these series. (Give the students one minute for private think time.) Turn to your reading partner and tell them what you know about one of these series. (Teacher listens to some of the conversations. Teacher has certain partners share what they thought of. Repeat the Active Involvement one more time.) Then they make predictions? |
| ***Link:***  Today and every day when you are reading a series book remember readers predict and notice patterns in a story by reading series books. Remember the old and notice what’s new! |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Call the kids to the carpet, bringing the series books they read that day. The students can show their book and share the common characteristics of the book. |

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| **Unit 5 Mini Lesson 2** |

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| **Unit of Study:** | Series Reading and Cross-Genre Reading Clubs |
| **Goal:** | Readers figure out how a series goes, noticing patterns and predicting what will happen |
| **Teaching point:** | Readers question why a pattern is happening by noticing patterns in a series book.  Readers notice a pattern by asking why is this happening (this is the order and language from the book)  Los lectores notan patrones al preguntarse porque está pasando esto? |
| **Catchy phrase:** | Readers notice the pattern and ask why it is happening.  Lectores notan el patrón y se preguntan por qué está pasando. |
| **Text:** | Nate the Great or other series they are familiar with. Make sure two books from the series have been read before the lesson. All Sticky notes need to be saved from the first 5 lessons. |
| **Chart:** |  |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we noticed patterns in our fiction books. Today I want to teach you that when we read a series book, we are on the lookout for those patterns-for how a particular series goes. Does the character usually run into problems right away? Does she tend to act in similar ways? When we notice one, we ask ourselves, Why is this pattern happening? Readers question why a pattern is happening by noticing patterns in a series book. |
| ***Teach:***  We noticed in the Nate the Great books Nate always visits his friends to look for clues. He always eats pancakes. Readers notice the pattern and ask why it is happening so why do we think he always visits his friends and why does he eat pancakes? He probably goes to all his friends’ houses because they all live in the same neighborhood and all of the mysteries happen in the neighborhood. So, he would have to ask people that live in the same place where the mystery took place. I predict he will find the answer or get clues in his own neighborhood. He probably eats pancakes because he really likes them or he spends so much time looking for clues he gets hungry. Readers question why a pattern is happening by noticing patterns in a series book. |
| ***Active Involvement:***  (Show the students another series book like Amelia Bedelia or Clifford.) In this book I notice Amelia always makes mistakes because she misunderstands the meanings of words. Readers notice the pattern and ask why it is happening. Turn to your partner and discuss why you think she always misunderstands. Repeat with another book from another series. |
| ***Link:***  Today and every day remember that readers figure out how a series goes, noticing patterns and predicting what will happen. Readers notice the pattern and ask themselves why it is happening. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Call the kids to the carpet, bringing the series books they read that day. Students can share out a pattern in the story and explain why they think it is happening? |

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| **Unit 5 Mini Lesson 3** |

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| **Unit of Study:** | Series Reading and Cross Genre Reading |
| **Goal:** | Readers figure out how a series goes, noticing patterns and predicting what will happen. |
| **Teaching point:** | Readers come up with theories about characters by noticing change in the character.  Los lectores desarrollan teorías acerca de sus personajes al notar como cambian. |
| **Catchy phrase:** | Readers notice changes, ask why and come up with theories!  Nota los cambios, pregúntate por qué y forma tu teoría! |
| **Text:** | Frog and Toad series or Fox (Fox on Wheels) or other series. All Sticky notes need to be saved from the first 5 lessons. |
| **Chart:** |  |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  For the past couple of days we have been noticing patterns in our series books. Sometimes, the character will do something that doesn’t fit the pattern. Usually Horrible Harry is horrible, but sometimes he is nice. Usually, Ms. Frizzle is weird, but sometimes she is logical. Usually, Fox is lazy, but once in a while he works very hard for something. When things like this happen, readers notice, ask why and come up with theories. Readers come up with theories about characters by noticing change in the character. |
| ***Teach:*** To  Today I want to teach you that as we read, we pay attention to certain things, like parts where the main character experiences trouble, seems to change, or experiences a big feeling. When this happens we can put Sticky notes on those parts in our books and ask ourselves, Why is this happening? Theories are our ideas about why things are happening. Sometimes we are right and sometimes we are not. Still we ask ourselves why and try to come up with a theory whenever we notice a change in the character. Usually Fox is very lazy. In this story, Fox is watching TV instead of babysitting his little sister, Louise. When she has a bad fall, he is willing to do anything she asks.??? This is a big change in Fox. I know that readers notice, ask why and come up with theories. So I asked myself, why did Fox change? My theory is he didn’t want her to tell on him. Another theory is he thought she might be dying. Another theory is he felt really bad and wanted to make it up to her. |
| ***Active Involvement:***  (Teacher reads pg. 28-31 of Fox on Wheels.) First, Fox is afraid to climb the tree for grapes and then he wants to climb the tree even without getting grapes. Readers notice changes, ask why and come up with theories! Turn to your partner and come up with a theory together of why you think he changed. |
| ***Link:***  Today and every day when you see a change in a character in your book, ask yourself why and come up with a theory. Use the Sticky notes to mark a page in your book where your character changes and write your theory about why the change happened on your Sticky notes Sticky notes . |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Have the kids come to the carpet with their series book and Sticky notes Sticky notes note. Have students share out theories for their character’s changes. |

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| **Unit 5 Mini Lesson 4** |

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| **Unit of Study:** | Series Reading and Cross Genre Reading clubs |
| **Goal:** | Readers figure out how a series goes, noticing patterns and predicting what will happen. |
| **Teaching point:** | Readers pay close attention to patterns by jotting down why they think something is important.  Los lectores ponen atención a los patrones al anotar en una notita porque piensan que algo es importante. |
| **Catchy phrase:** | Notice and jot why it is important.  Nota y anota por qué es importante. |
| **Text:** | | Schoolyard Mystery or other text needs to be read entirely so the students will know how the important part affects the outcome of the story. All Sticky notes need to be saved from the first 5 lessons. |
| **Chart:** |  |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  We are becoming good at noticing when our characters change and do something different. We have jotted our theories about why characters change on sticky notes sticky notes s. Today we are going to jot on Sticky notes Sticky notes notes why we think other parts of the story are important. |
| ***Teach:***  Readers, we know that Sticky notes are a place to write what is happening or what we notice. But they’re not just for that. Today I want to teach you that they are also a place to explore our thinking about the book. As we jot we can ask ourselves: What is it about this that makes me think it is important? Let me show Invisible Inc. and Schoolyard Mystery. From the first page Chip is always invisible. I know that readers pay close attention to patterns by jotting down why they think something is important on Sticky notes Sticky notes notes. So, I am writing on my Sticky notes Sticky notes that Chip is invisible. I think this is important so he can sneak around and solve mysteries without being seen. Or maybe, the author wants us to learn to treat people who are different nicely. |
| ***Active Involvement:***  Now you try it. (Read the 6th page on Chapter 2.) Justin has a tiny radio around his neck. Readers pay close attention to patterns by jotting down why they think something is important. Talk to your partner and decide together why the radio is important. (Share out their answers.) (Read page 2 of Chapter 4.) Keith picks Mary to take the blame for the lost ball. Readers pay close attention to patterns by jotting down why they think something is important. So, turn to your partner and explain why he picked Mary. (Share out their answers.) |
| ***Link:***  Remember today and every day while you are reading to pay close attention to patterns by jotting down why you think something is important. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Students return to the carpet with their book and sticky notes sticky notes . They explain to their reading partners why they thought something was important. |

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| **Unit 5 Mini Lesson 5** |

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| **Unit of Study:** | #5 Series Reading and Cross Genre Reading clubs |
| **Goal:** | Readers figure out how a series goes, noticing patterns and predicting what will happen. |
| **Teaching point:** | Readers predict what will happen by paying attention to the patterns in a series*.*  Los lectores predicen lo que va pasar al poner atención a los patrones en la serie de libros. |
| **Catchy phrase:** | I bet this means that \_\_\_\_\_\_\_will\_\_\_\_\_\_\_\_\_\_\_. (sentence frame?)  Apuesto que \_\_\_\_\_va a\_\_\_\_\_\_. |
| **Text:** | Clifford The Big Red Dog or other series book the children are familiar with. All Sticky notes need to be saved from the first 5 lessons. |
| **Chart:** |  |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Remember yesterday when we jotted down why we thought something was important. We also learned that series books are full of patterns. |
| ***Teach:***  Today I want to teach you that when we pay close attention to those patterns, we can use them to predict what will happen next in the story. We can say I bet this means that \_\_\_\_\_\_\_\_\_\_\_\_ will \_\_\_\_\_\_. For example, I bet when Nate the Great gets a knock on the door or a phone rings he will get another case. I bet if Ms. Frizzle wears a new outfit there will be another field trip. If the Magic Tree House begins spinning they will end up in another time and place. |
| ***Active Involvement:***  (Teacher rereads part of Clifford the Big Red Dog up to the point where Emily is giving Clifford a bath.) What is the pattern in Clifford’s behavior? (Have students share out that usually he gets in trouble because he is so big.) Finish this sentence frame with your partner-I bet this means that when Emily gives Clifford a bath \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_will\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (Have students share out their ideas.)  Repeat with Magic School Bus Goes to Space. Ms. Frizzle is wearing a dress with planets and stars on it. Finish the frame. I bet this means \_\_\_\_\_\_\_\_\_\_\_\_ will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Today I would like you to stop somewhere in your reading and write a prediction using this frame: I bet this means \_\_\_\_\_\_\_ will\_\_\_\_\_. Use the Sticky notes to write your prediction and mark the place in the book. |
| ***Link:***  Remember today and every day, readers figure out how a series goes, notice patterns and predict what will happen. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Have students return to the carpet with their reading book and Sticky notes and share their predictions with the group or each other. |

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| **Unit 5 Mini Lesson 6** |

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| **Unit of Study:** | Series Reading and Cross Genre Reading |
| **Goal:** | Readers figure out how a series goes, noticing patterns and predicting what will happen. |
| **Teaching point:** | Readers talk long and strong about a book by collecting sticky notes they wrote while reading the book.  Los lectores hablan acerca de sus libros usando las notitas que tomaron acerca del libro que leyeron. |
| **Catchy phrase:** | Talk long and strong!  іUsa tus notitas para hablar! |
| **Text:** | Various series books that the students have been reading. All sticky notes need to be saved from the first 5 lessons. |
| **Chart:** |  |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges.  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.  c. 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 yesterday when we predicted how a character would act. We have been noticing many patterns in our series books. Readers talk long and strong about a book by collecting sticky notes they wrote while reading the book. |
| ***Teach:***  Today I want to teach you that when we are preparing to work with our club mates, one thing we can do is look over our sticky notes and ask ourselves, Will this help me talk well about the book? Or Is this sticky note important to understand the book? Then we collect the sticky notes that will help us talk long and strong about the book.  (Teacher shows the sticky notes in his/her book.) These are my sticky notes of things I thought were important. Some are about my predictions. Some are about the patterns I noticed. Some are questions about why something is happening and some are my theories about characters. I am going to sort which sticky notes I think are important. (Teacher thinks aloud and chooses 3 or 4 sticky notes that he/she thinks are important to share.) |
| ***Active Involvement:***  I will give you some time to read and jot down anything else you think is important. Readers talk long and strong about a book by collecting sticky notes they wrote while reading the book. |
| ***Link:***  Remember today and every day that readers talk long and strong about a book by collecting sticky notes they wrote while reading the book. |
| **Mid-Workshop Teaching Point:**  Please stop reading and sort your sticky notes. Go to your assigned table to discuss your book with your reading club. Take turns reading a sticky notes and listen to what others are saying. As I pass your table, if you are talking about a book, your table will earn a unifix cube. If you are not talking about one of your books, I will pass you by. Let’s see which table will earn the most cubes for talking about their books. Readers talk long and strong about a book by collecting sticky notes they wrote while reading the book. |
| **Share:**  Each table will show how many cubes they received and pat themselves on the back. |

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| **Unit 5 Mini Lesson 7** |

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| **Unit of Study:** | Series Reading and Cross Genre Reading Clubs |
| **Goal:** | Readers figure out how a series goes, noticing patterns and predicting what will happen. |
| **Teaching point:** | Readers work hard to make sure they understand their books by comparing and contrasting two books in the same series. |
| **Catchy phrase:** | Use a Venn diagram to understand how a series goes. |
| **Text:** | Any series books the children have been reading. |
| **Chart:** |  |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.  2.RL.3 Describe how characters in a story respond to major events and challenges. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection****:*  Remember yesterday when we used all of our sticky notes sticky notes notes to talk long and strong about the books we have been reading. |
| ***Teach:***  Today we will learn how to use a Venn diagram so we can think how different books in a series go together. We can ask Did one book happen first? Did the character learn something in one book? Do other characters come back? We can talk about the things that are the same and different or how parts in the different books fit together. I have these two Clifford books. Here is my big Venn diagram on the paper. (Teacher models writing 2 similar things in the center and 2 different things on the outer sections.) |
| ***Active Involvement:***  Students give additional suggestions for the teacher to chart. Now with your partner, go back to your table and create a Venn diagram using 2 of your series books. |
| ***Link:***  Remember today and every day that readers work hard to make sure they understand what their partner is saying by asking questions and listening actively. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Students will come to the carpet and share their completed Venn diagrams. |

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| **Unit 5 Mini Lesson 8** |

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| **Unit of Study:** | Series Reading and Cross Genre Reading |
| **Goal:** | Readers figure out how a series goes, noticing patterns and predicting what will happen. |
| **Teaching point:** | Readers see how books in a series fit together by listening to what their partner says about another book in the series and asking questions about it. |
| **Catchy phrase:** | Venn diagrams help us discuss our books. |
| **Text:** | Any series book |
| **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.  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.  c. 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. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection****:*  Remember yesterday when we made a Venn diagram to compare and contrast our books? |
| ***Teach:***  Today we are going work hard to make sure we understand what our partner is saying. As he or she talks we listen actively, and if we don’t understand something, we ask, What do you mean? Pr of we want to understand our partner’s thinking more deeply, we might say, Why do you think that is important? |
| ***Active Involvement:*** |
| ***Link:*** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 5 Mini Lesson 9** |

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| **Unit of Study:** | Series Reading and Cross Genre Clubs |
| **Goal:** | Even when readers think we know how a series will go, we are ready to be surprised. (p.95) |
| **Teaching point:** | Readers gather more information about the story by stopping and asking themselves questions. (pg. 95) |
| **Catchy phrase:** | Stop! Collect! And Question! |
| **Text:** | Come Back, Amelia Bedilia |
| **Chart:** | Question Words |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  We have been learning how a series goes, noticing patterns and predicting what will happen. As series readers, we even though we know how a series goes, we will be ready to be surprised. (p. 95) |
| ***Teach***:  Today I want to teach you that when we finish a chapter or a chunk of text, we can stop and make sure we are collecting the story. We can keep track of our thoughts by jotting them on a sticky notes sticky notes or using a graphic organizer, such as a T-chart. (p.95)  Remember, as a series reader, even though we think we know how a series will go, we are ready to be surprised.  Watch me as I read the series book, Come Back, Amelia Bedelia. I know how the story goes that Amelia is friendly and likes to cook. She is a Mrs. Roger’s maid. In this story, Mrs. Rogers asks for some cereal with her coffee, but Amelia pours the coffee over her cereal. I was surprised that Mrs. Rogers fires her. When I am here, I am going to Stop! Collect! And Question! What just happened here?  I’m thinking that is a surprise because Amelia Bedelia has always been working for Mrs. Rogers. I am asking myself, why did Mrs. Rogers fire her? She fired Amelia because she put coffee on her cereal.  Remember, as a series reader, I gather more information about the story and I stop and ask myself questions. Stop! Collect! And Question! |
| ***Active Involvement:***  Turn to your partner and tell them what you just saw me do.Now, I am going to read another chunk of text. Remember we Stop! Collect! And Question! (Teacher reads the next section and stops after the surprised section in the story.) Now, turn to your partner and ask them what just happened? (Teacher observes.) Wow! I heard some students stop! Collect! And Question! With their partner. They were asking their partner what happened here? That was unexpected! I was surprised! |
| ***Link:***  Remember, when we read a series book, we stop! Collect! And Question! Now, be sure to do this today! As you read, Stop! Collect! And Question! |
| **Mid-Workshop Teaching Point**:  (Teacher finds someone using the new strategy and asks them to share at end of reading time.)  Remember to Stop! Collect! And Question! As you read! |
| **Share:**  (Teacher has chosen student share how they stopped, collected information from the story and questioned) What happened here? That was a surprise! |

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| **Unit 5 Mini Lesson 10** |

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| **Unit of Study:** | Series Reading and Cross Genre Clubs |
| **Goal:** | Even when readers think we know how a series will go, we are ready to be surprised. (p.95) |
| **Teaching point:** | Readers keep track of their thoughts by using a graphic organizer. (pg.95) |
| **Catchy phrase:** | Stop, Collect, Drop it on paper |
| **Text:** | Come Back, Amelia Bedilia |
| **Chart:** | T-chart on chart paper, students bring journals |
| **Standard:** | 2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection****:*  We talked yesterday about how to stop, collect, and question. Today we will also write down our thoughts on a sticky notes sticky notes or a T-chart. Today we will stop, collect, and drop it on paper. |
| ***Teach:***  We can keep track of our thoughts by jotting them on a sticky notes sticky notes or using a graphic organizer, such as a T-chart. Watch as I read this book. After she got fired, Amelia Bedilia goes to a beauty shop. Watch as I read, stop, collect, and drop my thoughts on paper. (Teacher reads. Amelia is asked to pin up a woman’s hair and uses safety pins instead of hair pins. She gets fired again.) I am going to stop, collect, and jot down my thoughts on my t-chart, I will write what I expected to happen on this side. On this other side, I will write down what actually happened. I expected her to like her new job and work hard. Instead, she used the wrong kind of pins in the lady’s hair and got fired. |
| ***Active Involvement:***  Now turn to your partner and tell them what you saw me do. Now I am going to read another chunk of text. Make a t-chart in your journal like I have made here. Remember we stop, collect, and drop it on paper. You will work with a partner to write this down. (She finds a job for sewing help. She has to hem dresses, but instead cuts off the bottom). Hold up what you wrote down. (Teacher spots good examples of using the strategy). Stop, collect, and drop it on paper. |
| ***Link:***  Remember , today and every day, to keep track of your thoughts by jotting them down on sticky notes or a graphic organizer. Stop, collect, and drop it on paper. |
| **Mid-Workshop Teaching Point:** Remember to drop your thoughts on paper. |
| **Share:**  Teacher selects student who has written down their thoughts on a graphic organizer and shares with the class. What did this student do? They kept track of their thoughts by jotting them on paper. Stop, collect, and drop it on paper. Get ready, Blast off! |

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| **Unit 5 Mini Lesson 11** |

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| **Unit of Study:** | Series Reading and Cross Genre Clubs |
| **Goal:** | Even when readers think we know how a series will go, we are ready to be surprised. (p. 95) |
| **Teaching point:** | Readers revise their all or nothing thinking by understanding that characters are complex. (pg. 95) |
| **Catchy phrase:** | Characters act differently at different times. |
| **Text:** | Junie B., First Grader (at last!) |
| **Chart:** |  |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday, we talked about how events can surprise you in a series. Today, we will learn how characters can also act differently at different times. They don’t always act the same. Characters act differently at different times. |
| ***Teach:***  Readers, we know that characters, like people, aren’t always one way - even if they are often predictable. This is because characters are complex. Today, I want to teach you that as we talk and learn about characters, we can use this knowledge to challenge and revise our all-or-nothing thinking. Instead of saying: This character is always \_\_\_\_\_\_\_. We say this character is sometimes\_\_\_\_.  Characters act differently at different times.  Watch me as I read a part of the book, Junie B., First Grader (at last!), usually she is brave and confident in front of people. However, in this part, she is very nervous about going in front of the class because she just got new glasses. I asked myself- why is Junie acting differently here? I noticed she was nervous because she had new glasses. Maybe she is embarrassed. Characters act differently at different times. (Teacher reads a portion of text and notices how the character acts differently in a different situation.) |
| ***Active Involvement:***  Turn to your partner and tell them what I just did. (Teacher observes students sharing.) I really like what I heard! Many students remembered that Characters act differently at different times! Now, it’s your turn. (Teacher reads a portion of the text where Junie is arguing with her parents about getting new glasses.) Ask your partner why Junie is acting differently here. (Teacher observes how student notice that Characters act differently at different times.) I noticed that Jose said that usually Junie does not argue but here she is so upset about needing glasses that she argues disrespectfully with her parents. I heard some students say Characters act differently at different times. Some students said Junie is not always happy and bold. Sometimes, she is shy and sad. Characters act differently at different times. |
| ***Link***:  Today and every day, series readers change their all-or-nothing thinking about a character by questioning and understanding why a character acts the way they do. They do not always act the same. Off you go! |
| **Mid-Workshop Teaching Point:**  Remember to notice that characters act differently at different times. |
| **Share**:  (Teacher chooses two students to share how the characters in their series book acted differently in a different situation.) |

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| **Unit 5 Mini Lesson 12** |

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| **Unit of Study:** | Series Reading and Cross Genre Clubs |
| **Goal:** | Even when readers think we know how a series will go, we are ready to be surprised. (p.95) |
| **Teaching point:** | Readers sort out their thinking about characters by discussing what they are confused by or don’t agree with. |
| **Catchy phrase:** | If you’re confused, talk it out. |
| **Text:** | Fluffy’s Happy Halloween |
| **Chart:** |  |
| **Standard:** | 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we talked about how characters act differently at different times. We have been questioning and writing down our thoughts. Now we are going to figure out a character’s behavior when we are confused by it or don’t agree with it. When we talk with our partners, we figure out confusing parts. Today we will learn If you’re confused, talk it out. |
| ***Teach:***  When we notice our character acting in a way we don’t agree with or are confused by, we can figure out our thinking in a partnership conversation. If you’re confused, talk it out. We might say things like: I disagree with what George did or I don’t know what Maria means by \_\_\_\_\_\_ or Why does Harry think this is important? Now, watch as I read a confusing part and talk with my partner to help me understand the character better. In *Fluffy’s Happy Halloween,* he sees Jared in a scary Halloween costume and he says I’m not scared, but get me out of here. Why would he want to get out of here if he were not scared? I was confused. So I talked with my partner about this part of the book and this helped me understand. Fluffy was trying to look brave, but he was still scared. If you’re confused, talk it out. |
| ***Active Involvement:***  Talk to your partner about what you saw me do. Now it’s your turn. Remember: if I’m confused, I can talk it out with my partner. In this part, Fluffy gets left in a spook house. He thought to himself that it was a very scary place, but it’s a good thing I’m never scared. Tell your partner why you think he said that. (Teacher listens to students’ conversations and shares an observation that a student made.) If you’re confused, talk it out. |
| ***Link:***  Today and every day, if you’re confused, talk it out. Off you go. |
| **Mid-Workshop Teaching Point:**  If I’m confused, I don’t have to skip over this part, I can talk to my partner. |
| **Share:**  Teacher finds a student that has clarified a confusing part of a book they have read by talking with their partner. |

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| **Unit 5 Mini Lesson 13** |

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| **Unit of Study:** | Series Reading and Cross Genre Clubs |
| **Goal:** | Even when readers think we know how a series will go, we are ready to be surprised. (p.95) |
| **Teaching point:** | Readers expect to be surprised by the characters by being on the “lookout” for those surprising moments. (pg.96) |
| **Catchy phrase:** | Lookout for surprises! They are all around you! |
| **Text:** | Fluffy’s Happy Halloween |
| **Chart:** |  |
| **Standard:** | 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  So far we have learned that characters do unexpected things. Characters act differently at different times. We also learned that we can talk with our partners when we are confused and that helps us understand why a character did or said something. Today, we will learn how we need to be on the lookout for those surprising moments. Lookout for surprises! They are all around you! |
| ***Teach:***  Since we know characters don’t always act predictably, we can expect to be surprised now and then by things they do and say. Today I want to teach you that we can read our series books on the lookout for those surprising moments-when a character acts out of character. (p. 96)  Watch as I show you how I am on the lookout for surprises when Fluffy acted out of character. (Teacher reads from Fluffy’s Happy Halloween about his eyeball experience.) In Fluffy’s Happy Halloween, Fluffy is usually scared of scary things, but at the end of the book, Fluffy surprised us all by eating the scary eyeball. I am confused so I talk with my partner. He reminds me that Fluffy thought the eyeballs smelled like grapes so he ate them. Fluffy was very happy and full after eating the yummy scary eyeballs. We need to notice a surprising moment when it happens. This makes reading a really fun adventure. Lookout for surprises! They are all around you! |
| ***Active Involvement:***  Now, it’s your turn. Remember when we read a series book, we are on the lookout for surprises! They are all around us! Turn and talk your partner and tell them what I did. Great job noticing the surprise about Fluffy eating scary eyeballs. (Teacher notices students sharing what was surprising about the eyeball event.) (Teacher reads about Fluffy scared by another guinea pig in a costume.) Turn and talk to your partner about the surprise that you saw. Remember to be on the lookout for surprises. Lookout for surprises! They are all around you! |
| ***Link:***  Today and every day when you are reading your series books lookout for surprises! They are all around you! Off you go hunting for surprises. |
| **Mid-Workshop Teaching Point:**  Are you on the lookout? Be sure to keep searching for surprises. |
| **Share:**  *(Teacher chooses a student to share a surprise they encountered in their series book.) I like how you noticed what was surprising. You showed us how to be on the lookout for surprises. You remembered: Lookout for surprises! They are all around you!* |

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| **Unit 5 Mini Lesson 14** |

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| **Unit of Study:** | Series reading and cross-genre reading clubs |
| **Goal:** | Even when readers think we know how a series will go, we are ready to be surprised. (p.95) |
| **Teaching point:** | Readers continue their thinking after they finish a book by reflecting on the author’s message or lesson. (p.96) |
| **Catchy phrase:** | How can I use what I learned? |
| **Text:** | Fox on Wheels |
| **Chart:** |  |
| **Standard:** | 2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Yesterday we learned to look out for surprises in the books we read. How can I use what I learned? When you finish a book, you’re not actually done with that book. Now comes the fun part. You get to reflect on the book and ask yourself questions. |
| ***Teach:***  Readers, you know how when we come to the end of a book, we know some of our work is just beginning? Well, today I want to teach you that when we end a book we can reflect, asking questions. One thing we are going to ask about is the author’s message. We will ask ourselves: How can I use what I learned? This is what the author wants you to learn or think about from their book. Ask yourself what you learned from the book or what a character learned. Now watch as I ask about the author’s message of the story *Doctor Fox*. (Teacher reads the story where Fox was not responsible and his sister gets hurt. He thinks that his sister is badly hurt and does all kinds of nice things for her.) Fox was very scared that his sister was hurt and it made him feel bad and guilty. He was thinking that it was his fault that she got hurt. I think the author is trying to tell us to take care of little brothers and sisters in our family. How can I use what I learned? |
| ***Active Involvement:***  Now it’s your turn. In *Fox on Wheels,* Fox and his friends race shopping carts in the grocery store and knock over some of the food. Now turn to your partner and tell what you think the author is trying to tell you. (Teacher listens and shares answers he or she gets from students.) How can I use what I learned? |
| ***Link:***  Today and every day you are going to ask yourself How can I use what I learned? When you finish a book. Now, off you go. |
| **Mid-Workshop Teaching Point:**  Be sure to be looking for the author’s message so you can learn from what you read. How can I use what I learned? |
| **Share:**  Have students share an author’s message from a book that they read and how they will use what they learned. |

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| **Unit 5 Mini Lesson 15** |

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| **Unit of Study:** | Series Reading and Cross Genre Reading Clubs |
| **Goal:** | Readers grow smart ides by looking across different series, and we use the smart work of club members to push our thinking (p.96) |
| **Teaching point:** | Readers think deeply about their books by talking to our partners or club members about what is the same and what is different (pg. 96). |
| **Catchy Phrase:** |  |
| **Text:** | Clifford, Henry and Mudge, Curious George |
| **Chart:** | Same/different T-Chart |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  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.  c. 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:**  Readers we’ve been reading a lot of books with different characters. Based on the character, we can predict what is going to happen next in the book. As we’ve discussed, sometimes, we are even surprised by how they act or by how the events turn out.  Today were going to think about how things are both the same and different. |
| **Teach:**  In the Clifford series, Clifford is a dog that seems to get in a lot of trouble. In order to gather my thoughts, I’m going to use what’s called a T-Chart to help me organize my thinking into what is the same and what is different in the two books I’m comparing in this series.  What is the same are the examples of Clifford getting into trouble in both books. Here are our examples from the book. We’ve read these two Clifford books (teacher displays books for all to see). First of all on the T-Chart, I’m going to write a list of things that stay the same and later, a list of things that are different, because, readers think deeply about the books they are reading. They also think about what is the same and what is different.  What is the same is that Clifford appears to innocently get into trouble no matter where he is. In the Stormy Day Rescue, Clifford keeps looking for a place to dig a hole that is the wrong place, i.e., where people were serving lunch, where someone was planting a tree, outside of the classroom, in a garden. Clifford bothers other people to the point where they have to ask him to dig his holes elsewhere (add to same on T-Chart under gets into trouble). In the end, when Clifford’s size is needed to dig a big whole, he ends up helping everyone (add to different on T-Chart).  In Clifford’s First School Day, Clifford keeps getting into trouble by messing things up at school, i.e., getting into paint, making a mess out of dessert, landing in the sandbox, making a mess with the flour. In the end, the teacher asks Clifford to go home (add to different on T-Chart).  What is different is that in one book, Stormy Day Rescue is Clifford helps everyone in the end by digging a big hole in order to block some flood water from entering the school. In the book Clifford’s First School Day, Clifford is told to go home by the teacher (add under different on T-Chart). He is dishonorably asked to leave the situation without being able to help. |
| **Active Involvement:**  Now let’s look at another series that we know very well (teacher pulls out another well-read series that the class is familiar with). We’re going to create another T-Chart, listing things that are going to be the same and different, because good readers think deeply about their books by noticing things that are the same and different! I want partner A to turn to partner B and share what things we will put in the “same” category. I’m going to come around and listen to the things you are sharing and I’m going to put it on the chart.  Now it’s your turn partner B, you need to tell partner A what’s different in the series. |
| **Link:**  Today when you’re reading with your partner, I want you to think deeply about your stories and take turns sharing things that you discover are the same and different in your series! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 5 Mini Lesson 16** |

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| **Unit of Study:** | Series Reading and Cross Genre Reading Clubs |
| **Goal:** | Readers grow smart ides by looking across different series, and we use the smart work of club members to push our thinking (p.96) |
| **Teaching point:** | *Readers compare and contrast their books by reading different books in a series and thinking how they are alike and different. ( pg. 96)* |
| **Catchy Phrase:** |  |
| **Text:** | Clifford The Stormy Day Rescue, Clifford’s First School Day |
| **Chart:** | Venn Diagram |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  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.  c. 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:**  We have been reading various books in a series. We are getting really good at finding what is the same and what is different in a series of books. Remember yesterday we used the T-Chart, which helps us divide/organize our thinking into two different columns?  Today, we are going to do what’s called “compare and contrast” books in a series, which is the same as finding what is different and what is the same. We will be using what’s called a Venn Diagram to compare - see what is alike, and contrast - see what is different.  (Teacher either draws a Venn Diagram on a chart or displays one on the overhead to be able to write on). |
| **Teach:**  Remember these two books? (Teacher holds up the two books listed above from the same series). In both of the books, Clifford unwittingly gets into trouble –so I am going to write this here in the intersection between these two circles where it says “same/compare”.  However, in The Stormy Day Rescue, Clifford hung his head and was sorry for what he did. So I will write “he felt sorry for doing something wrong” on this side, because it pertains only to this story, not the other one. In Clifford’s First School Day, he doesn’t realize he has done something wrong, he is little, and so he can’t take responsibility for his actions. So I will write “he did not realize he did something wrong” on this other side that shows us what happens only in the school day book.  Something else that we see in both books is that the characters take care of one another. So I will write it here between the circles “characters take care of one another”. However, in Clifford’s First School Day, he was too young to take care of anyone else, or even of himself. So I am going to write “people took care of Clifford”. In The Stormy Day Rescue, he is a grown up and, even though he makes mistakes, he saves the day in the end. In this book, Clifford takes care of people when he builds the wall around the library, so I will write “Clifford takes care of people” on the “Stormy day” side of the Venn Diagram. |
| **Active Involvement:**  Now partner A turn to partner B and tell them things that are the same about the two Clifford books we have been discussing (teacher walks around and listens to bring to the class what children say that makes sense, then share with the class). Now, partner B turn to partner A and tell them things that are different between the two books (teacher walks around and listens to bring to the class what children say that makes sense, then share with the class). |
| **Link:**  Today you are going to find things that are the same and things that are different in YOUR books! Look at this cool paper! You will have your own Venn Diagram to fill in with the details from your own book. But before you go, I would like your help with this. I noticed these three things, but I would like you to help me find out where to put them in our Venn Diagram. (teacher writes on the chart ‘red’, ‘big’, and ‘small’). Everyone, where should I put ‘red’? Yes! Clifford IS red in both books! So it goes in the middle! (teacher does the same with ‘big’ and ‘small’). |
| **Mid-Workshop Teaching Point:**  (Teacher walks around and finds 2 or 3 students who are being successful at placing their details into their diagrams and shows the class). |
| **Share:**  At teacher’s discretion (partners, whole group, etc.) |

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| **Unit 5 Mini Lesson 17** |

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| **Unit of Study:** | Series Reading and Cross Genre Reading Clubs |
| **Goal:** | Readers grow smart ides by looking across different series, and we use the smart work of club members to push our thinking (p.96) |
| **Teaching point:** | Readers understand that characters are sometimes the same and sometimes different by studying the interaction and reactions within a series. (pg. 96) |
| **Catchy Phrase:** |  |
| **Text:** | Junie B. Jones, First Grader (at last!) |
| **Chart:** |  |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  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.  c. 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:***  As we’ve been doing our reading we’ve been looking at how characters are in the story, how they’ve been different, how they are the same. We’ve used sticky notes sticky notes s, T-Charts and Venn Diagrams. Today I want to show you how we can come up with theories about why characters act a certain way. We can do this by closely studying the patterns around their interactions with people and make theories about those patterns to understand them better.  When we see a person act a certain way more than once, we see a “pattern” in their behavior. We all know what patterns are, in math, when we see a pattern; we know that it’s something that happens over and over again. |
| ***Teach:***  We’ve been reading Junie B. Jones, let’s think about the read aloud from yesterday. In the book, Junie B. First Grader, p. 15 – 17, Junie finds out that her bus buddy is sitting with someone else. I know from other books that Junie B. doesn’t exactly react nicely when someone doesn’t do something her way. So, I could infer or theorize that Junie B. is not going to react very nicely. So let’s sit back and hear what Junie B. actually does (teacher reads page 17). |
| ***Active Involvement:***  Knowing what we already know about Junie B., I wanted to think of why she said what she says here (teacher then reads page 19, third paragraph). Now after reading this paragraph, tell me why do you think she said what she said. Was she trying to be kind or friendly? Was she trying to impress, embarrass or annoy someone? What was her motivation? Turn to your partner and tell them.  Let’s make a list of reasons that may make us, or our characters, act or react certain ways. Like we said, Junie B. was trying to annoy her bus buddy. So I will write ‘annoy’ here. What other reason do we have for doing or saying something? – ideas: call attention, get help, did not get enough sleep, being hungry, being curious, help someone, etc. (teacher adds motivations that students share) |
| ***Link:***  Today you will look at your characters, and read your stories, and try to figure out, or hypothesize, why they acted the way they did. This will help you predict when they will act that way again. |
| ***Mid-Workshop Teaching Point:***  (Teacher walks around and finds a couple examples to share from students and invites other students to find those reasons in their own books.) |
| ***Share:*** |

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| **Unit 5 Mini Lesson 18** |

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| **Unit of Study:** | Unit 5 Series Reading and Cross Genre Reading Clubs |
| **Goal:** | Readers grow smart ides by looking across different series, and we use the smart work of club members to push our thinking (p.96) |
| **Teaching point:** | Readers come up with theories of their characters actions by making connections and asking questions. (pg. 96) |
| **Catchy Phrase:** |  |
| **Text:** | Junie B. Jones, First Grader (at last!) |
| **Chart:** |  |
| **Standard:** | 2.RL.3 Describe how characters in a story respond to major events and challenges.  2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.  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.  c. 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 yesterday we talked about Junie B. and how she reacted when her bus buddy would not sit next to her? We discussed her reaction and the possible reasons that led her to say things like “you can sit here forever, because I used to have a bus buddy, but I don’t anymore” out loud. When we read, we always think of our own lives, and how WE would do things, or how our friends would do things, or react. Also, we may ask ourselves: “What do these characters’ actions make us think about?” “What connections do we have to their actions and reactions?” |
| ***Teach:*** |
| ***Active Involvement:*** |
| ***Link:*** |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |