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*Nonfiction Reading Clubs*

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| **Grade 2 Reading Unit 6**  **Unit of Study Planning Template** |

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| Unit: | Nonfiction Reading Clubs |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * We Know How to Be Strong Nonfiction Readers, and Now We Can Do That with Our Club * In Nonfiction Clubs We Don’t Only Learn What the Author Says, We Have Our Own Ideas, Too * In Nonfiction Clubs We Can Compare and Contrast Information about Our Topic |

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

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| Standards: | 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.8 Describe how reasons support specific points the author makes in 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.5 Demonstrate understanding of word relationships and nuances in word meanings.   1. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). 2. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny,* *scrawny*).   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.  2.SL.5 ~~Create audio recordings of stories or poems~~; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) |

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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   * Book clubs |

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| Anchor Texts: |  |

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| Other Resources: |  |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE*  Assessment checklist, sight words check, informal running records with miscue analysis, student writing | *SUMMATIVE*  Spelling inventory, Fountas and Pinnell Benchmark Assessment |

At a Glance Planner

Grade 2 Unit 6

| **GOAL:**  We Know How to Be Strong Nonfiction Readers, and  Now We Can Do That with Our Club | **GOAL:**  In Nonfiction Clubs We Don’t Only Learn What the  Author Says, We Have Our Own Ideas, Too | **GOAL:**  In Nonfiction Clubs We Can Compare and Contrast  Information about Our Topics |
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| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Nonfiction readers understand the text much better by stopping and explaining to themselves what they’ve read to make sure they understand. (pg. 113) 2.RML. 6-1 * Nonfiction readers come to our club ready to talk about the main ideas in their book club by asking themselves who or what while reading. (pg. 113) 2.RML. 6-2 * Nonfiction readers don’t just ‘read’ information to   one another. We explain and discuss it by sharing our ideas.(pg. 113) 2.RML.6-3   * Nonfiction readers take the sentences we’ve read and say what we learned by using one short statement (pg. 113) 2.RML.6-4. * NF readers understand the sentences we have red by asking, “How is this new part related to the main part?” (pg. 113) 2.RML.6-5 | * Members of non-fiction club readers help fix up the confusion by asking further questions. (pg. 114) 2. RML. 6-6 * Nonfiction readers know something is important when we have a personal response to it (pg. 114) 2.RML. 6-7. * Nonfiction readers can really think about the information being presented by using our skills of envisioning. (pg. 114) 2.RML. 6-8 * Nonfiction readers can really try to understand what they’re learning by thinking about why the information matters. (pg. 114) 2.RML. 6-9 * Nonfiction readers can get ideas by using sentence starters with question words to help us. (pg. 115) 2. RML. 6-10 * Nonfiction readers share our revised thinking by discussing with our club members (pg. 115) 2. RML. 6-11. * Nonfiction readers can deepen their understanding by making our own captions or add to   existing captions in the book  (pg. 115) 2. RML. 6-12.   * Nonfiction readers can take action based on the ideas in our books and our reactions to   them, by making plans alone or with our club members .  (pg. 115) 2. RML. 6-13. | * Nonfiction Club members can think more deeply about their NF texts by comparing information in our nonfiction books to what we   know in our own lives (pg. 115) 2. RML. 6-14.   * Nonfiction Club members think more deeply about what they read by talking about differences in the   information we’re learning about. (pg. 115) 2. RML. 6-15.   * Nonfiction Club members can think about how often information shows up in many books on one topic by using words like *always, sometimes, never, rarely, all, some, most* and *many.*   2.RML.6-16 |

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| **WORKSHOP CLAENDAR FOR:** | **Grade 2 Reading Unit 6** |  |
| **Unit of Study: Unit 6** | Nonfiction Reading Clubs |  |

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Nonfiction readers understand the text much better by stopping and explaining to themselves what they’ve read to make sure they understand. (pg. 113) 2.RML. 6-1 | Nonfiction readers come to our club ready to talk about the main ideas in their book club by asking themselves who or what while reading. (pg. 113) 2.RML. 6-2 | Nonfiction readers don’t just ‘read’ information to  one another. We explain and discuss it by sharing our ideas.(pg. 113) 2.RML.6-3 | Nonfiction readers take the  sentences we’ve read and say what we learned by using one short statement (pg. 113) 2.RML.6-4. | NF readers understand the sentences we have red by asking, “How is this new part related to the main part?” (pg. 113) 2.RML.6-5 |
| Members of non-fiction club readers help fix up the confusion by asking further questions. (pg. 114) 2. RML. 6-6 | Nonfiction readers know something is important when we have a personal response to it (pg. 114) 2.RML. 6-7. | Nonfiction readers can really think about the information being presented by using our skills of envisioning. (pg. 114) 2.RML. 6-8 | Nonfiction readers can really try to understand what they’re learning by thinking about why the information matters. (pg. 114) 2.RML. 6-9 | Nonfiction readers can get ideas by using sentence starters with question words to help us. (pg. 115) 2. RML. 6-10 |
| Nonfiction readers share our revised thinking by discussing with our club members (pg. 115) 2. RML. 6-11. | Nonfiction readers can deepen their understanding by making our own captions or add to  existing captions in the book  (pg. 115) 2. RML. 6-12. | Nonfiction readers can take action based on the ideas in our books and our reactions to  them, by making plans alone or with our club members .  (pg. 115) 2. RML. 6-13 | Nonfiction Club members can think more deeply about their NF texts by comparing information in our nonfiction books to what we know in our own lives (pg. 115) 2. RML. 6-14. | Nonfiction Club members can think more deeply about what they read by talking about differences in the  information we’re learning about. (pg. 108-109)  2. RML. 6-15. |
| Nonfiction Club members can think about how often information shows up in many books on one topic by using words like *always, sometimes, never, rarely, all, some, most* and *many.*(pg. 110) 2. RML. 6-16. |  |  |  |  |

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| **Unit 6 Mini Lesson 1** |

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| ***Unit of Study:*** | Nonfiction Reading Clubs |
| **Goal:** | We Know How to Be Strong Nonfiction Readers, and Now We Can Do That with Our Club |
| **Teaching point (Kid language!):** | Nonfiction readers understand the text much better by stopping and explaining to themselves what they’ve read to make sure they understand. |
| **Catchy Phrase:** | Read, pause and explain! |
| **Text:** | Any nonfiction text |
| **Chart(?):** |  |
| **Standard:** | 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  2.RI.8 Describe how reasons support specific points the author makes in 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:**  Readers, we have been practicing many strategies that help us be stronger readers. Today I want to teach you that we need to come to our clubs ready to talk about what we read. |
| **Teach:**  Nonfiction readers understand the text much better by stopping and explaining to themselves what they’ve read to make sure they understand. We read, pause and explain to ourselves what we read. I am going to model for you how to do this using the book \_\_\_\_\_\_\_\_\_ (nonfiction text chosen). Listen as I read, pause and explain what I’ve read (Teacher turns to a page that was selected ahead of time and models reading a section, pausing and explaining what was read in own words). Did you see what I just did? I read a section, paused, and then explained it to myself because good nonfiction readers don’t just read information; they read, pause and explain what was read to themselves. We read, pause and explain what we read about our topic so that we will be ready to share it with our clubs.  Watch me do it again. (Teacher turns to a different page and models the process once again of reading a section, pausing, and explaining what was read in their own words) I read a page, paused, and then explained it to myself because good nonfiction readers don’t just read information, we explain what we read to ourselves to make sure we understood. When we read, pause and explain what we read we are prepared to share that learning with our clubs. |
| **Active Involvement:**  Now it’s your turn. (Teacher turns to a different page and reads a passage) I am going to give you some private think time to collect your thoughts before you share with your partner. (Teacher waits 30 seconds) I would like you to now turn to your elbow partner and explain what this section was about to your partner because good nonfiction readers don’t just read information they pause and explain what they read.  (Teacher can turn to yet another page and repeat the turn and talk if needed and time permits.) |
| **Link:**  Remember that today and every day when we read nonfiction we need to be able to explain what we have read. We need to take the time to pause after a passage, set the book down, and explain it to ourselves because good nonfiction readers don’t just read information to one another; we read, pause and explain what we read. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini Lesson 2** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | We Know How to Be Strong Nonfiction Readers, and Now We Can Do That with Our Club |
| **Teaching point (Kid language!):** | Nonfiction readers come to our club ready to talk about the main ideas in their book club by asking themselves who or what while reading. (pg. 113) |
| **Catchy Phrase:** | Stop and ask; who? what? |
| **Text:** | Any nonfiction text |
| **Chart(?):** |  |
| **Standard:** | 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  2.RI.8 Describe how reasons support specific points the author makes in 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:**  Yesterday we really listened to the text to be prepared to talk about our topic with our clubs. Today I want to teach you that we need to come to our book club ready to talk about the main ideas about our topic. |
| **Teach:**  When we read nonfiction we can figure out the main idea by noticing the **who** and **what** of the page or part. This helps us name the subject and the action as we read. I can ask myself as I read “What is the relationship between the who and what of the page or part? and “What this means is ….”. (Teacher turns to a page that she used yesterday and highlighted the main idea) Yesterday I decided the main idea was \_\_\_\_\_\_\_\_\_\_\_. Today I am going to prepare more facts to get ready to share with my club. (Teacher reads on from the main idea, puts the book down and summarizes in her own words. Did you see what I just did? I read a page, set the book down, and then explained it to myself because good nonfiction readers don’t just read information to one another. We explain and discuss it.  Watch me do it again. (Teacher turns to a different page) Yesterday I decided the main idea was \_\_\_\_\_\_\_\_\_\_\_. I am going to prepare more facts from this page to get ready to share with my club. (Teacher reads on from the main idea, puts the book down and summarizes in her own words. Did you see what I just did? I read a page, set the book down, and then explained it to myself because good nonfiction readers don’t just read information to one another. We explain and discuss it. |
| **Active Involvement:**  Now it’s your turn. (Teacher turns to a different page and reads a passage) I am going to give you some private think time to collect your thoughts before you share with your partner. (Teacher waits 30 seconds) I would like you to now turn to your carpet partner and explain the information I just read to your partner because good nonfiction readers don’t just read information to one another. We explain and discuss it.  (Teacher turns to yet another page and repeats the turn and talk.) |
| **Link:**  Remember that today and every day when we read nonfiction we need to be able to explain what we have read. We need to take the time to pause after a passage, set the book down, and explain it to ourselves because good nonfiction readers don’t just read information to one another. We explain and discuss it. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini Lesson 3** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we don’t only learn what the author says, we have our own ideas, too. |
| **Teaching point (Kid language!):** | Nonfiction readers don’t just ‘read’ information to  one another. We explain and discuss it by sharing our ideas. |
| **Catchy Phrase:** | Pause and explain to yourself. |
| **Text:** | Any nonfiction text |
| **Chart(?):** |  |
| **Standard:** | 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  2.RI.8 Describe how reasons support specific points the author makes in 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 practicing using an explaining voice as we read nonfiction books. While we use an explaining voice we need to explain the information to share. We will use our own words to explain what the book says. Not only does it help us understand, but it helps us share the information when we don’t have the book.    Yesterday we prepared main ideas to share with our group. Today we will add information to explain those main ideas. |
| **Teach:**  Remember I read this book yesterday. Today I am going to show you how I get ready to talk about the book. (Teacher turns to a page that she used yesterday and highlighted the main idea) Yesterday I decided the main idea was \_\_\_\_\_\_\_\_\_\_\_. Today I am going to prepare more facts to get ready to share with my club. (Teacher reads on from the main idea, puts the book down and summarizes in her own words. Did you see what I just did? I read a page, set the book down, and then explained it to myself because good nonfiction readers don’t just read information to one another. We explain and discuss it.  Watch me do it again. (Teacher turns to a different page) Yesterday I decided the main idea was \_\_\_\_\_\_\_\_\_\_\_. I am going to prepare more facts from this page to get ready to share with my club. (Teacher reads on from the main idea, puts the book down and summarizes in her own words. Did you see what I just did? I read a page, set the book down, and then explained it to myself because good nonfiction readers don’t just read information to one another. We explain and discuss it. |
| **Active Involvement:**  Now it’s your turn. (Teacher turns to a different page and reads a passage) I am going to give you some private think time to collect your thoughts before you share with your partner. (Teacher waits 30 seconds) I would like you to now turn to your carpet partner and explain the information I just read to your partner because good nonfiction readers don’t just read information to one another. We explain and discuss it.  (Teacher turns to yet another page and repeats the turn and talk.) |
| **Link:**  Remember that today and every day when we read nonfiction we need to be able to explain what we have read. We need to take the time to pause after a passage, set the book down, and explain it to ourselves because good nonfiction readers don’t just read information to one another. We explain and discuss it. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini Lesson 4** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we don’t only learn what the author says, we have our own ideas, too. |
| **Teaching point (Kid language!):** | Nonfiction readers take the  sentences we’ve read and say what we learned by using one short statement |
| **Catchy Phrase:** | Pause and explain with one really good sentence |
| **Text:** | Any nonfiction text |
| **Chart(?):** |  |
| **Standard:** | 2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  2.RI.8 Describe how reasons support specific points the author makes in 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 preparing to share by explaining to ourselves after we read sections of a book. We know that we need to use our own words to explain what the author is teaching us.  Yesterday we added information to explain those main ideas. We reviewed the main idea, by noticing the who and what, and then explained more to our partner using our own words. Sometimes we need to know everything and sometimes we can explain using one short sentence.  Today I want to show you how we can explain what we have learned in one sentence because good nonfiction readers take the sentences we have read and say what we learned in one short statement. |
| **Teach:**  Sometimes we don’t have enough time to share every detail of a story that happened. We need to be able to tell it in one really good sentence. For example, sometimes people tell me about something they really enjoy and take too long. I am interested, but I just want to know the important part.  Remember when we read the book about snakes and all the interesting things about the snake’s body. We know so much that it would take too long to explain everything. Instead we could explain what we know in one really good sentence. For example, snakes can eat things larger than themselves, smell with their tongues, and inject poison through their fangs. I did not tell you everything about the snakes, just one really good sentence because nonfiction readers take the sentences we have read and say what we learned in one short statement.  (Teacher refers to another familiar nonfiction book and demonstrates a concise detailed sentence.) |
| **Active Involvement:**  Now it’s your turn. (Teacher reads a familiar passage) Remember, we need to take time to think about what the passage is telling us, and be prepared to share with a partner because nonfiction readers can take the sentences we have read and say what we learned in one short statement.  I am going to give you some private think time to collect your thoughts before you share with your partner. (Teacher waits 30 seconds) I would like you to now turn to your carpet partner and explain in one short really good sentence what the passage was about. (Teacher listens to what is being shared and shares out what was said)  (Teacher turns to yet another page and repeats the turn, talk, and share.) |
| **Link:**  Today and every day when you are preparing to share with your club remember to be ready with all the details or one short really good sentence. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini Lesson 5** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we don’t only learn what the author says, we have our own ideas, too. |
| **Teaching point (Kid language!):** | NF readers understand the sentences we have red by asking, “How is this new part related to the main part?” |
| **Catchy Phrase:** |  |
| **Text:** | Any nonfiction text |
| **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.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  2.RI.8 Describe how reasons support specific points the author makes in 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:**  As we have been reading nonfiction texts, we have been identifying the main ideas. Once we know what the main idea is we have been practicing explaining to ourselves what we have learned. We have noticed that we can talk a lot about a topic or use just one short, really good sentence.  Today I want to show you how to connect parts of what we are reading and see how they fit together because good nonfiction readers take the sentences we have read and ask, “How is this new part related to the main part?” |
| **Teach:**  (Teacher pulls out the nonfiction book s/he read yesterday.) Remember that we learned that the main idea of this page was \_\_\_ . Let’s think about how the next parts are related to the main idea, like fingers are related to a hand. Think of the main idea being the palm of a person’s hand. The fingers are the subtopics extending out from it as subtopics extend the main idea. Nonfiction readers take the sentences we have read and ask, “How is this new part related to the main part?”  For instance, this book about clouds has a section about how there are many different types of clouds that appear in different kinds of weather. The next sections are about stratus, cumulus, nimbus, cumulonimbus and cirrus clouds. Each of these sections describes a different kind of cloud, but they are all related because they are all clouds. Clouds are the main idea, or palm of the hand. The different types of clouds are adding information like fingers adding to a hand. |
| **Active Involvement:**  (Teacher gets another familiar book with subtopics.) See how this book is about \_\_\_\_\_? The next sections are about \_\_\_, \_\_\_, and \_\_\_\_\_. Tell your partner how they are related. (Teacher roams the carpet listening in.) (Teacher shares specific examples of good comments.) I heard several of you telling your partner how the new part is related to the main idea.  (Teacher repeats the above activity allowing the students to practice again with a partner.) |
| **Link:**  Today and every day when you are reading, remember to think about how the sections are related, because nonfiction readers take the sentences we have read and ask, “How is this new part related to the main part?” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini Lesson 6** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we don’t only learn what the author says, we have our own ideas, too. |
| **Teaching point (Kid language!):** | Members of non-fiction club readers help fix up the confusion by asking further questions. |
| **Catchy Phrase:** | Confused? Write it down and share! |
| **Text:** | Any nonfiction text |
| **Chart(?):** |  |
| **Standard:** | 2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  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.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  2.RI.8 Describe how reasons support specific points the author makes in 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 spending a lot of time preparing to share with our club members. We have decided on the main idea, practiced explaining in our own words with a short really good sentence, and noticed how details relate to one another.  Sometimes, in spite of all this good thinking, some things just don’t make sense. I am going to show you today how we can work together to understand our books better because members of non-fiction reading clubs ask further questions to help fix up the confusion. |
| **Teach:**  I was reading this book about Our Solar System. On page 13 it says that Uranus and Neptune are made mainly of gases. I can’t understand how a planet can be made of gas when a gas is just invisible and shapeless like the air in this room. How can that be a planet? The book doesn’t tell, so I wrote my question down on my sticky. Now I can remember to ask the other people in my reading club. They can help me to understand.  There are so many books that you will have questions about. You need to remember to write your questions down so that you can ask someone for help. Ask your classmates because members of non-fiction reading clubs ask further questions to help fix up the confusion.  Remember this book we read about clouds? On page 22 it says that a long time ago people in Greece thought that clouds were the cattle of the sun. I even see a picture of 2 cows and a yellow man, but what do they mean? I’m going to write my question down on a sticky and remember to ask someone! |
| **Active Involvement:**  Let me show how this works. Let’s pretend that you are member of my club. You can help me with my confusion, because members of non-fiction reading clubs ask further questions to help fix up the confusion.  Let’s look back again at the book about Our Solar System. It says that Uranus and Neptune are both very cold. I don’t know why they would be so cold. Can you help me? Before you share your ideas with me, talk to the person next to you. Turn and talk to your elbow partner about why the planet might be cold. (Teacher listens for ideas and shares some that seem possible.)  Oh! Now I am beginning to understand better. I now see how if I write down the confusing parts and share my questions with my club members, they can help try to understand better. |
| **Link:**  Today and every day when you read remember to write down your questions and confusions because members of non-fiction reading clubs ask further questions to help fix up the confusion. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini Lesson 7** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we don’t only learn what the author says, we have our own ideas, too. |
| **Teaching point (Kid language!):** | Nonfiction readers know something is important when we have a personal response to it |
| **Catchy Phrase:** | Our feelings make us think deeper and ask ourselves “Why?” |
| **Text:** | Laura Ingalls Wilder (by Katherine Scraper; Early connections biography) – Level F |
| **Chart(?):** | Feelings when reading: curious, surprised, shocked, confused, interested, disgusted |
| **Standard:** | 2.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding.   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.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:**  Remember when we were reading book series and talking about the characters? We not only shared with our partners the facts of the books, but we also talked about our ideas and feelings about them. When we read informational books, the information part is really important, but what we feel and think when reading this information is also very important. Paying attention to what we feel and think helps us realize what is important in our book, and helps us understand what we read. |
| **Teach:**  Watch and listen how I do this. When I read this book about Laura Ingalls Wilder, I read the words and think about the information. But then, WOW! This part where I read that she lived in a dugout, really catches my attention. That makes me wonder why this struck me and why they would build a house like this.  This part is important. I know it because it makes me feel curious and THAT makes me think deeper.  Our feelings make us think deeper and ask ourselves “Why?”  There are other things we can feel when we read that will make us ask “Why?” For example when we were reading about the animals, there was information about their eating that disgusted us, like when we learned that vultures eat putrefying meat left behind by other predators. We wondered why that disgusted us, and we wondered why they did that.  As we read, we will feel curious, disgusted, confused, shocked, surprised, interested... Let’s write these words here so we remember to name our feelings. Because our feelings make us think deeper and ask ourselves “Why?”  When reading Laura Ingalls Wilder’s book, my curiosity will make me look back and look ahead to the other pictures so I can make sense of this. My curiosity makes me ask “Why?” I notice that there are very few trees. And I already know that back then the houses were built out of trees. If you didn’t have trees, what could you use to build a house? Ha! Maybe that’s why they dug their house out of the grass! They had to use what was around them.  This part is important. I know it because it makes me feel curious and it makes me think deeper.  Our feelings make us think deeper and ask ourselves “Why?” |
| **Active Involvement:**  Your turn now. I am going to read a few more pages about Laura’s life with her family. I will stop from time to time so you can share with your partner your feelings about the information. Look for information that makes you feel curious, disgusted, confused, shocked, surprised, or interested (Teacher reads next few pages, stopping for students to share their ‘wow’s with their partner). You can say “This part is important. It makes me feel \_\_\_.  I heard Fulano say “This part is important. It makes me feel \_\_\_.“ |
| **Link:**  Today and every day, when you read pay attention to your feelings. Because our feelings make us think deeper and ask ourselves “Why?” |
| **Mid-Workshop Teaching Point:**  Who noticed a feeling when reading that made them ask “Why?” in their books today? |
| **Share:**  Students who noticed a feeling share with the group. |

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| **Unit 6 Mini Lesson 8** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we don’t only learn what the author says, we have our own ideas, too. |
| **Teaching point (Kid language!):** | Nonfiction readers can really think about the information being presented by using our skills of envisioning. |
| **Catchy Phrase:** | Make a movie in your mind! Visualize!  Haz una pelicula en tu mente! Visualize! |
| **Text:** | The lake (National Geographic, by Lily Richardson, level E) |
| **Chart(?):** |  |
| **Standard:** | 2.SL.5 ~~Create audio recordings of stories or poems~~; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We have been reading informational books and talking about different ways to learn more from them.  We grow our ideas by noticing our feelings and asking “Why?”.  Today we will grow our ideas using another strategy called “visualizing”. |
| **Teach:**  You know how sometimes a book is turned into a movie? Like Harry Potter? Well, when we read we can make movies in our minds. Even when we read informational books. Actually this is a great strategy to help us understand better what we are reading. This strategy is called ‘visualizing’.  Listen to me as I read this book called “The Lake” and gather information to make my movie. Teacher reads the words  “It is spring. Wildflowers bloom near the lake.  People sail on the lake.  It is summer. Birds drink from the lake.  People swim in the lake.  It is fall. The trees near the lake change color.  People fish in the lake.  It is winter. The lake freezes over.  People skate on the lake.”  As I read, I tell myself: Make a movie in your mind! Visualize!  This book begins in the spring, with flowers blooming near the lake, and people enjoy sailing the lake. I imagine that the sky is blue and the weather is warm, but not hot.  In the summer, when the weather is hotter, people get in the water. I visualize kids jumping and playing, I hear their voices and their laughter. I imagine the birds drinking from the lake, and I imagine that there may be even other animals, like the kids’ dogs playing in the lake and drinking its water.  When fall comes, the trees change colors. I have seen it before here in Oregon. They turn bright, beautiful colors, like orange, red, yellow… I always love to see the trees in the fall! My book says that the trees around the lake change color, and that’s what I visualize in my movie: yellow, orange, and red trees around the lake. Gorgeous! People come to the lake, but they don’t swim anymore because it is cold now. They come to the lake to fish.  In the winter, the lake freezes. I hear the wind blow, and I look around and see that all the trees turned white with snow. Because the lake is frozen, people can come and ice skate on the lake now. I see a lot of people in colorful winter clothes, I hear children laughing and I visualize grown ups drinking coffee from their thermos - and I can smell it. |
| **Active Involvement:**  Now you are going to practice visualizing.  Remember: Make a movie in your mind! Visualize!  In this book “Pansies for mom”, I will read about planting seeds. As I read you will make a movie in your mind. Close your eyes or lower your head to focus on my words. (teacher lowers the voice and reads).  I have some pansy seeds. I want to grow pansy plants.  I plant the pansy seeds in a pot of soil.  I give the pansy seeds water.  (Teacher stops and asks a few questions to the group so that a few students share their visualization. This should help students who are having a hard time doing it.)  Let’s keep reading and see what happens next in your movie.  As I read, Make a movie in your mind! Visualize!  The pansy seeds grow into pansy seedlings.  The pansy seedlings grow into pansy plants.  The pansy plants grow flowers.  The pansy plants make a nice present.  Happy birthday, Mom!  What did you see? What did your seedlings look like? Was your soil very moist? What color was your flower? Was it a large flower? A small flower? Was it one flower or more? |
| **Link:**  Today as you read your informational books, you will try out this new strategy.  Get ready to make a movie in your mind. Visualize! |
| **Mid-Workshop Teaching Point:**  Give me a thumbs up if you are making a movie in your mind.  Remember: Make a movie in your mind! Visualize! |
| **Share:**  Choose a couple students to share what they read and what they visualized. |

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| **Unit 6 Mini Lesson 9** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we don’t only learn what the author says, we have our own ideas, too. |
| **Teaching point (Kid language!):** | Nonfiction readers can really try to understand what they’re learning by thinking about why the information matters. |
| **Catchy Phrase:** | Ask questions and imagine as you read.  Haz preguntas y imagina al leer. |
| **Text:** | El Bosque de Miel by Winona LaDuke y Waseyabin Kapashesit |
| **Chart(?):** |  |
| **Standard:** | 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:**  Earlier, we used our feelings and we asked “Why?” we were feeling those things and “Why” that part of the text mattered. Then, we learned to make movies in our mind. Visualize! Today, we will try to understand and imagine what we are reading at the same time. We will think why the information matters and what our own thoughts are as we read. We will ask questions and Imagine as we read. |
| **Teach:**  Watch me as I try to understand and imagine as I read. I am reading the book , El Bosque de Miel. When I read page 6, I saw that one hundred years ago people from other places came to the area and cut down all the forests. The Chippewa people needed these forests to survive. As I read, I imagined the sadness of the Chippewa people and asked, What are they going to do now?  This is how I ask questions and imagine as I read.  As I continue to read this book, my question will help me understand the book in a deeper way. Because I could imagine their sadness, I could connect with their Big problem. I continue to read I continue to ask questions and imagine.  (Teacher reads on page 7.) They replanted the forest. I ask myself how long it took before the trees were big enough for them to use. (Teacher reads on.) WOW! FIFTY Years!! They had to work hard to replant their valuable forest and then wait for fifty years before they could use the trees. |
| **Active Involvement:**  Now it’s your turn to ask questions and imagine as I read. (Teacher reads page 8 – the first paragraph and the first line of the second paragraph.) Everyone, think in silence for a few seconds about a question you would ask your partner. What pictures did you imagine?  (Students do A/B sharing. Teacher asks Partner A to tell B what pictures they imagined. Then Teacher asks B to tell A what questions they could ask. The teacher listens to the students as they share and recaps one or two responses. Then the teacher reads on to the end of the page 8 and checks with the students if their questions were answered as they read on.)  Teacher asks: Did you imagine what it would look like? Was it similar to the picture in the book? Remember to ask questions and imagine as you read. |
| **Link:**  Today and every day, as you read, remember to ask questions and imagine as you read. Off you go! |
| **Mid-Workshop Teaching Point:**  If they are having trouble, remind the students to ask questions and imagine as they read. |
| **Share:**  Choose a student to share a question and something they imagined as they were reading. |

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| **Unit 6 Mini Lesson 10** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we don’t only learn what the author says, we have our own ideas, too. |
| **Teaching point (Kid language!):** | Nonfiction readers can get ideas by using sentence starters with question words to help us |
| **Catchy Phrase:** | Think deeper with questions.  Piensa más profundamente con preguntas. |
| **Text:** | El Bosque de Miel (Winna LaDuke and Waseyabin Kapashesit |
| **Chart(?):** | Question words: who, what, where, when, why, how |
| **Standard:** | 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:**  We have asked “Why?” while reading our informational books to help us deepen our understanding. Today we will think of other questions we can ask that will expand our understanding of our informational books. Questions, like feelings, help us deepen our understanding.  So today we willThink deeper with questions. |
| **Teach:**  Let’s begin with a bank of question words that can guide us (chart).  Because we Think deeper with questions.  Now, let’s think back on our book El Bosque de Miel. I felt angry when I found out outsiders cut the Chippewa’s trees! I have a few questions of my own I’d like to ask about that story.  Watch me as I ask questions about our book.  Who were these people who cut their trees?! Where were they from? When did all this happen – because I know that nowadays there are laws that protect the forests and the rights of people. How did they get a hold of this forest and destroy it completely if the people who lived there were against it? |
| **Active Involvement:**  Now it is your turn to Think deeper with questions.  As I read this next part, think of questions you could ask using our question word bank.  (Teacher reads page 10)  Partner A, share with partner B one of your questions.  Partner B, share with partner A one of YOUR questions.  Teacher shares with the class some observed pertinent questions. |
| **Link:**  Today and everyday, as you read your books, remember: we think deeper with questions. |
| **Mid-Workshop Teaching Point:**  Thumbs up if you asked yourself a question using “Who”  Thumbs up if you asked yourself a question using “How” (Teacher asks about each one and tallies to stimulate more questions with diverse question words) |
| **Share:**  Raise your hand if you would like to share a question you asked yourself while reading one of your books today. (teacher tries to have at least one example for each question word) |

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| **Unit 6 Mini Lesson 11** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we don’t only learn what the author says, we have our own ideas, too. |
| **Teaching point (Kid language!):** | Nonfiction readers share our revised thinking by discussing with our club members |
| **Catchy Phrase:** | Change your thinking as you read  Cambia tu pensamiento al leer. |
| **Text:** | Laura Ingalls Wilder (by Katherine Scraper; Early connections biography) – Level F |
| **Chart(?):** | T-chart |
| **Standard:** | 2.SL.5 ~~Create audio recordings of stories or poems~~; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We have been using questions to deepen our thinking. Today I will teach you some other ways to grow our thinking. |
| **Teach:**  When we change our mind about something, that means our thinking is stretching and growing. And this is exciting!  Change your thinking as you read!  One of the ways we can stretch our thinking is by changing our point of view with new information we learn as we read. We can use a T-chart to help us keep track of our ideas as they shift so that we can easily share with club members or reading partners.   |  |  | | --- | --- | | **I used to think…** | **But now I’m thinking…** | |  |  |   Remember that book about Laura Ingalls Wilder? I learned a lot from that book. Watch me as I use this T-chart to write and show you how I change my thinking as I read  (teacher fills in the first column, then the second, thinking aloud while writing)   |  |  | | --- | --- | | **I used to think…** | **But now I’m thinking…** | | * All houses were made of wood | * People make their houses using the materials they have available to them. | |
| **Active Involvement:**  Now it is your turn to grow your thinking. As I read pages 10 and 11, partner A will tell partner B something you learn that changed your thinking, something you did not think of before.  (teacher listens in while students share)  I heard many of you change your thinking as I read!  (teacher adds one idea to the chart)  Now I will read pages 12 and 13. Partner B, tell partner A something you learned in this book that changed your thinking.  (teacher adds one more idea to the chart).  (teacher listens in while students share)  I heard many of you change your thinking as I read!  (teacher adds one idea to the chart)   |  |  | | --- | --- | | **I used to think…** | **But now I’m thinking…** | | * All houses were made of wood * We watch tv or play video games to have fun * Tractors are used to prepare the land for planting * Cooking happens in an oven or on a stove * We could only make bonfires outside * Schools are big and have several classrooms | * People make their houses using the materials they have available to them. * Laura and her family had fun without this technology * In the old days, people used animals to prepare the land for planting * People can cook over fire * People used to make smaller fires inside the house and used them to cook * A long time ago – and maybe in some places still – schools were one room where everyone learned at the same time. | |
| **Link:**  Now off you go and read to yourselves. Remember to Change your thinking as you read! |
| **Mid-Workshop Teaching Point:**  Thumbs up if you are changing your thinking as you read. |
| **Share:**  How did you change your thinking?  Teacher chooses one or two to share. |

Grow grow grow and think

Deepen as you read

Change your mind, that’s what we do

Excitement when we read!

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| **Unit 6 Mini Lesson 12** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In Nonfiction Clubs We Don’t Only Learn What the Author Says, We Have Our Own Ideas, Too |
| **Teaching point *(Kid language!)*:** | Nonfiction readers can deepen their understanding by making our own captions or add to existing captions in the book. |
| **Catchy phrase:** | Add more to the author’s caption by using your own thoughts. |
| **Text:** | Animal Bites: Sharks or any other nonfiction books about animals |
| **Chart(?):** |  |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection***: Remember yesterday when we shared our revised thinking by discussing with our club members? Well, today we are going to look at nonfiction books and their captions. As readers, we can add more to them by adding what we understand and know. |
| ***Teach:***  Today I want to teach you that readers can make our captions or add to existing captions in the book. We can put together what the author tells us, what the picture tells us and our own thoughts. Let’s read a section from this book Animal Bites: Sharks. Now what we need to do is add what we already know to the captions We need to study the captions and the pictures. For example, I know that sharks are dangerous and people are cautious while swimming in the ocean. Lot of people fear them and if so they avoid getting in the water. When we add these captions, we will further our understanding and develop new ideas.  Another strategy that we can do is visualizing new information that we encounter. We can do this by gathering information from the illustrations in the text, recalling images we’ve seen in other books, and using our imaginations. This is like creating a movie in our minds. I want to you to see the shark as it swims in the ocean and how it attacks it prey. This will help us add information to our captions and deepen our knowledge about new content. Remember to add more to the author’s captions by using your own thoughts. |
| ***Active Involvement:***  With a partner, I want you to grab a nonfiction book from your bag and go back to captions that you think are interesting. Reread them with a partner and add more to the author’s captions by using your own thoughts***.*** I’ll be coming around to hear your own thoughts |
| ***Link:*** Remember that today and every day that when you read nonfiction books to add more to the author’s captions by using your own thoughts. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini Lesson 13** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In Nonfiction Clubs We Don’t Only Learn What the Author Says, We Have Our Own Ideas, Too |
| **Teaching point *(Kid language!)*:** | Nonfiction readers can take action based on the ideas in our books and our reactions to them, by making plans alone or with our club members. |
| **Catchy phrase:** | Read, Learn, and choose! Take Action! |
| **Text:** | Volcanoes from the series Explorers  Or any nonfiction book that gets a reaction from students |
| **Chart(?):** |  |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:* Yesterday we talked abouthownonfiction readers can deepen their understanding by making our own captions or add to existing captions in the book. Today we are going to make plans alone or with our club members to take action based on the ideas in our books and our reactions to them. We can think about how we can make a real-world difference based on what we are learning. |
| ***Teach:***  Nonfiction readers don’t just read to learn new information, they ask themselves what can they do now that they have with this new information. Partners and reading clubs can help us envision what is happening through our texts. This can happen through using gestures, facial expressions, and pointing out things in pictures to each other. You can choose to work with others or you may decide to express your learning *alone* through a project, presentation or other readings. Whichever way you decide one make sure to Read, Learn, and choose! Take Action!  Listen to me as I read this section of this nonfiction text called Volcanoes. (Make sure that it is a book that will get a surprising response for the students.) As I said before, you can choose to explain this new information with a partner or alone. If I was talking to a partner about this interesting part of the book, I might make a surprised face. Or your partner can explain through hand gestures so that you can see that visual like the volcanoes erupting. (Use a hand gesture to show this) If you choose to work alone, you could make a project or a poster describing what you learned about volcanoes. With either way, you need to remember that you need to Read, Learn, and choose! Take Action! |
| ***Active Involvement:***  Now I’m going to read another section of this book and you are going to think of ways to express your thinking with your reading club about how to express your learning through facial expressions, hand gestures, and pointing out the pictures.  (Read the section and note their reactions. Have them make there their own facial expressions point out pictures, and hand gestures) I want everyone to have a minute of think time and think how you are going to express your thinking with a partner. (After a minute, let me discuss their learning with their partner. |
| ***Link:*** Today and every day, after we read a book for our nonfiction clubs, we need to think about how we’ll express our thinking. This could be alone or with a partner. Remember that you need to Read, Learn, and choose! Take Action! |
| **Mid-Workshop Teaching Point:** |
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| **Unit 6 Mini Lesson 14** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we can compare and contrast information about our topic. |
| **Teaching point :** | Nonfiction Club members think more deeply about their NF texts by comparing information in our nonfiction books to what we know in our own lives. |
| **Catchy Phrase:** |  |
| **Text:** | Any nonfiction text |
| **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.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  2.RI.8 Describe how reasons support specific points the author makes in 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. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  I know that you all know what connections are. We have talked about making connections between two books, between a book and the world around us, and between a book and our lives.  Today we are going to make connections between nonfiction texts and our own lives in order to understand better because nonfiction club members can compare information in our nonfiction books to what we know in our own lives. |
| **Teach:**  Remember when we read about the Wright Brothers and how they built the first airplanes? (Teacher shows them the book and flips to the page with the glider) On this page, (11) the author says, “Gliders are light planes that use wind to fly.” This makes me think about seeing kites on the beach. I know that we need wind in order to fly a kite. As I read on it says, “They flew it as a kite.” If they used the wind to make a kite fly, then they must have learned how the wind makes planes fly.  (Teacher flips to page 17.) I know now that the Wright brother learned to use wind to make a plane fly. Then they wanted to make a plane that could power itself. The made a gasoline engine to put on a plane. I know that an engine makes my car go and I put gasoline in my car, so it makes sense that it would work on a plane. Nonfiction club members can compare information in our nonfiction books to what we know in our own lives. |
| **Active Involvement:**  Listen to this selection and see what conclusion you can draw. (Teacher reads page 7 from the book and summarizes.)  This page teaches me that the brothers played with toys and then tried to build other toys that worked in the same ways. Tell your partner about a time that you tried to build a toy. (Teacher listens and shares student ideas for building toys.) What can we conclude? (If students don’t suggest it, conclude that toys can help people to invent other things.) Nonfiction club members can compare information in our nonfiction books to what we know in our own lives. |
| **Link:**  Today and every day as you are reading, think of things in your life that you can compare to your reading. Nonfiction club members can compare information in our nonfiction books to what we know in our own lives. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini Lesson 15** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we can compare and contrast information about our topic. |
| **Teaching point :** | Nonfiction Club members think more deeply about what they read by talking about differences in the information they’re learning about. |
| **Catchy Phrase:** |  |
| **Text:** | Insects Are Animals by Judith Holloway and Clive Harper (or attached image of page from this book)  Tiny Creatures by Monica Hughes (or attached image of page from this book)  Ladybug by David M. Schwartz (or attached image of page from this book) |
| **Chart:** | Differences prompt chart (ie: “ In this book…but in this book…”, “The difference between…and …is…”, “On this page…but on this page…”) |
| **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)  **Connection:**  Boys and girls, we have been reading a lot of nonfiction books over the last couple of weeks. You have been learning how to read nonfiction like an expert. We have talked about pausing and thinking about what we are reading to be sure we understand. We’ve also talked about sharing our ideas with others.  Sometimes when we read nonfiction books, we find information that is different from what we have read before. Today, we are going to talk about an important skill that nonfiction readers need to have. Nonfiction readers need to be able to identify differences in the information they are reading and discuss these differences with a partner. |
| **Teach:**  Have you ever been reading about a topic across two books and read information in one of them that conflicted (or was different from) the information in another? This happens to me from time to time, sometimes even within the same book.  I was reading this book called Insects Are Animals by Judith Holloway and Clive Harper. On pages 10 and 11, the authors are discussing how insects are helpful to us. Listen to me as I read these two pages. (Teacher reads aloud from pages 10 and 11.) Notice how the authors shared that bees and ladybugs help us by making honey, spreading pollen and eating other insects that spoil fruit trees. After I read that, I felt pretty good about insects.  Then I turned to pages 12 and 13 and the author is discussing how insects are not useful to us. (Teacher reads these two pages aloud.) Notice how on these two pages, the author is showing us insects that are not helpful to us like fleas, mosquitos, flies and locusts. This is different from what the author was sharing on pages 10 and 11, but this isn’t conflicting information, because both statements are true.  Sometimes when you read nonfiction, you will find information that conflicts with what you have read previously. It is important that you know how to read on to find out what is true. For example, if you are reading about planets and it says, “Pluto is the ninth planet” in a book, but then you read another book and it says, “Pluto is not a planet.” You might want to check out several other books about planets to see what they say. In this case, you might also check when the book was published, because as we learn new things, information is updated. This is an example of a time when it is very important to read further. Knowing whether Pluto is a planet or not is important.  The important thing to remember is that nonfiction readers need to be able to identify when they read things that differ from what they’ve read previously and discuss this with others. |
| **Active Involvement:**  Now it’s your turn. I’m going to read to you a section from two different books about ladybugs. While I’m reading, I want you to look and listen for differing information that you hear. (Project the two books that you are discussing and read aloud the section on page 1 of Ladybug and page 9 of Tiny Creatures. Read aloud the two pages.)  Okay boys and girl, turn to your partner and tell them what information you heard that was different in the two different books about ladybugs. (Listen in for a partnership that recognizes that there is conflicting information about the number of spots that a ladybug can have.)  I heard Jose and Melisa talking about how in one of the books, it says that ladybugs can have between two and twenty four spots, but in the other book it said some have no spots at all. This is different information. What do we do? Is this a really important piece of information that we must continue to research? Turn and talk to your partner about what you think.  (Listen in as partnerships share. )  As I was listening, I heard Kaley tell Analisa that if they wanted to figure out which author was right, they could try and find other books that are about lady bugs and see what they said, but Kaley felt it wasn’t really super important to know exactly how many spots are on lady bugs. She said it’s not as important as knowing whether Pluto is a planet for example. How many of you agree? Me too! |
| **Link:**  In today’s minilesson, we learned a new skill that nonfiction readers must have. Nonfiction readers must learn to pay attention when they are reading, looking for differing information. They also have to think, does this matter? Should I continue to research and find the one right answer? So whenever you are reading nonfiction, pay careful attention to the information you are reading. Be on the lookout for information that conflicts with what you’ve read before. It may be something as small as number of spots on a ladybug or as big as whether or not something is a planet! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini Lesson 16** |

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| **Unit of Study:** | Nonfiction Reading Clubs |
| **Goal:** | In nonfiction reading clubs we can compare and contrast information about our topic. |
| **Teaching point :** | Nonfiction Club members can think about how often information shows up in many books on one topic by using words like *always, sometimes, never, rarely, all, some, most* and *many.* |
| **Catchy Phrase:** |  |
| **Text:** | Any nonfiction text (Insects are Animals-Holloway, Monarch Butterfly-Schwartz, Lady Bug-Schwartz, Big Bugs-Simon) |
| **Chart(?):** | Some\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (Noun) (Adj)  Most \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (Noun) (Noun)  All \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (Noun) (verb) (noun) |
| **Standard:** | 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.8 Describe how reasons support specific points the author makes in a text.  2.RI.9 Compare and contrast the important points presented by two texts on  the same topic. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:** Good Morning Boys and Girls! We are getting near the end of our Non Fiction Reading Clubs Unit but, there are a few more important things I want to teach you to think about as we read our books and share what we learn with each other.  Remember yesterday when we were talking about how books on the same topic have different information? We were thinking more deeply about what we read by talking about differences in the information we learned about.  Well today, we’ll learn about how, many times the same information shows up in lots of books on one topic. For instance we could be reading 3 books about insects and they all may have the same information. We are going to learn how to talk about our books when this happens. We’ll be using words like always, sometimes, never, rarely, all, and many. This will help us to be specific about what we are sharing and how often it shows up. |
| **Teach:**  Let me show you how this works; remember the book we read yesterday called Insects Are Animals? This is a great book because it has some of the language we want to practice using! I have put some of the language right here on this chart. I am going to read a little bit of this book to you and use the sentence frames to help me.  In these books (use titles) I learned that:  All \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (Noun) (are, have)  Most \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (Noun) (Noun)  Some\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have/are\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  (Noun) (Adj)  Read pages 2-5.  Did you see/hear some of the language that is on our chart? On page 3 it said “all insects have six legs”, on page 4 and 5 it said “some have \_\_\_\_\_\_”. When we use this language we can be more specific about the information we share with our club members. Read it with me (show pages 3-5).  This book taught us some generalizations about insects. A generalization is when you can say something as far as you know to this point, is true all of the time. Like all insects have six legs (page 2). Sometimes you can make a generalization of your own by looking across books. This book tells us on page 2 that insects have 3 main body parts, and when I look at some other books, like Monarch Butterfly, and Lady Bug, which are two other insects I know, I can see that they also have three body parts, so I can say “Most insects have 3 main body parts” or I can say “ All insects have 3 main body parts”. |
| **Active Involvement:**  Now it’s your turn to try it. Let’s read a couple of pages from Monarch Butterfly and Lady Bug and let’s see if there is some information that shows up in both books that would help us make a generalization about insects.  *Read Ladybug pg 2-7, and Monarch Butterfly pgs. 2-5* (information shared across both books are: lay eggs, eat immediately after hatching, and molting).  Ok, turn to your partner and share the information that you heard was the same. (listen in for topics listed above)  I was listening to Imelda and Christian, and I heard them talking about how the lady bug and the butterfly caterpillar were hungry as soon as they hatched from the egg. Who else noticed that? Great! Now let’s use our chart and practice how we would share it with our club. Should we say All, Some or Most? I agree, I would say most, because these are just two books, if we found this same information in many, many books then I might say all. So let’s try it:  “Most insects are hungry as soon as they hatch from the egg” Great! (repeat as needed).  Ok, what else did we hear? Go through the other two facts in the same way. Deciding how to phrase it and practicing it together. |
| **Link:** Great work today everybody, we learned how to share information that we found across many texts. Remember Nonfiction club members use words like most, some and all to be more specific when we share what we’ve learned across texts with our club members.  Note: This lesson had many descriptive words for students to use including never, sometimes, always, and rarely. I did not use these in this lesson because it would have been too much to choose from with both positive and negative responses. Students should learn to use all of them. You could add some to the mid workshop teaching point. |
| **Mid-Workshop Teaching Point:**  Introduce never, and rarely as an optional way to share information students are finding. |
| **Share:** |