**Unit 8 Table of Contents**

*Readers Can Read about Science Topics to Become Experts*

|  |  |
| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards) | 3-5 |
| * [Unit 8 at a Glance](#ataglance) | 6-7 |
| * [English/Spanish/Russian Monthly Planner](#calendar) | 8-9 |
| * [Assessment Checklist](#assessmentchecklist) | 10 |

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| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers understand nonfiction books by looking at the parts. | 11-12 |
| [Lesson 2](#lesson2) | Readers understand their reading by knowing it well enough to explain it to others. | 13-14 |
| [Lesson 3](#lesson3) | Readers prepare for book discussions by thinking about the main ideas in each part of their books. | 15-16 |
| [Lesson 4](#lesson4) | Readers are able to explain and think about their reading by recalling all they know about a topic. | 17-18 |
| [Lesson 5](#lesson5) | Readers build up their background knowledge by skimming and scanning across all of the features of the page. | 19-20 |
| [Lesson 6](#lesson6) | Readers prepare to work with a partner by preparing important information and key ideas. | 21-22 |
| [Lesson 7](#lesson7) | Readers use new words to talk about their topic by collecting a running list of new vocabulary. | 23-24 |
| [Lesson 8](#lesson8) | Readers carry all that they have learned from one book by comparing and contrasting as they read a new book. | 25-26 |
| [Lesson 9](#lesson9) | Readers defend their ideas by pointing to the place in the text that shows evidence of their idea | 27-28 |
| [Lesson 10](#lesson10) | Readers bring clear ideas to their clubs by organizing their notes according to what is the similar and different. | 29-30 |
| [Lesson 11](#lesson11) | Readers discover similarities and differences in information by looking across texts, parts of texts, or whole texts. | 31-32 |
| [Lesson 12](#lesson12) | Readers keep track of differences between different texts by looking out for contradictions. | 33-34 |
| [Lesson 13](#lesson13) | Readers remember their questions and thoughts for later predictions and hypothesis by jotting down notes. | 35-37 |
| [Lesson 14](#lesson14) | Readers question their understanding by thinking about what they already know and what they are reading when there are differences. | 38-40 |
| [Lesson 15](#lesson15) | Readers formulate important questions by reading many books on the same topic. | 41-43 |
| [Lesson 16](#lesson16) | Readers come up with their own questions that they want to explore by rereading the text and asking themselves, “What does that make me think?” and “What experiment could I try in class? | 44-45 |

**Grade 2 Reading Unit 8**

**Dates:**

May 16-June 12

**Unit of Study Planning Template**

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| Unit: | Readers Can Read about Science Topics to Become Experts |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | Science readers build up a base of knowledge on a topic by reading deeply about a topic  Science readers compare and contrast different texts on the same topic  We learn by asking questions |

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| Essential Questions:  *(These should be aligned with Goals.)* | How do scientists build up a base of knowledge on a certain topic?  How do science readers compare and contrast texts on the same topic?  How do we learn by asking questions? |

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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.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*). |

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| Key Vocabulary: | Comparing, contrasting, synthesizing, diagram, caption, table of contents, heading, subheading, text features, glossary, index, bold, italic, illustrations, photographs, graphs, main idea, details, supporting evidence, point of view, predicting, hypothesizing, questioning, design and experiment, might, may or perhaps, information, summarize, facts, charts  Comparar, contrastar, sintetizar, diagrama, epígrafes, tabla de contenidos, encabezamiento, encabezamiento de secciones, las características del texto, glosario, índice, negrita, itálicas, ilustraciones, fotografías, graficas, idea principal, detalles de la evidencia que respalda el punto de vista, la predicción, hipótesis, cuestionando , el diseño y la experimentación, alma, puede o tal vez, la información, resumir, hechos, tablas |

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| Anchor Texts: | Any informational books or literature such as the Internet, non-fiction articles, newspapers, magazines. |

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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 * DRA * EDL |

Unit of Study at a Glance Planner

Grade 2, Reading

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| **UNIT 8:** Readers Can Read about Science Topics to Become Experts | | |
| **GOAL:**  Science readers build up a base of knowledge on a topic by reading deeply about a topic | **GOAL:**  Science readers compare and contrast different texts on the same topic | **GOAL:**  We learn by asking questions |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * 2.RML.8-1 Readers understand nonfiction books by looking at the parts. (pg. 148) * 2.RML.8-2 Readers understand their reading by knowing it well enough to explain it to others (pg. 148)      * 2.RML.8-3 Readers prepare for book discussions by thinking about the main ideas in each part of their books. (pg. 148)   MWTP: “This part teaches me \_\_\_\_\_,” “It teaches me by giving examples or evidence such as \_\_\_\_\_\_\_.”   * 2.RML.8-4 Readers are able to explain and think about their reading by recalling all they know about a topic. (pg. 148) * 2.RML.8-5 Readers build up their background knowledge by skimming and scanning across all of the features of the page. (pg.148) * 2.RML.8-6 Readers prepare to work with a partner by preparing important information and key ideas. (pg. 149) * MWTP: Readers support the thinking by asking their partners, “Why is that important, etc…?” * 2.RML.8-7 Readers use new words to talk about their topic by collecting a running list of new vocabulary. (pg. 149) | * 2.RML.8-8 Readers carry all that they have learned from one book by comparing and contrasting as they read a new book. (pg. 149) * 2.RML.8-9 Readers defend their ideas by pointing to the place in the text that shows evidence of their idea. (pg. 149, 150) * 2.RML.8-10 Readers bring clear ideas to their clubs by organizing their notes according to what is similar and different. (pg. 150) * 2.RML.8-11 Readers discover similarities and differences in information by looking across texts, at parts of texts, or at whole texts. (pg. 150) * 2.RML.8-12 Readers keep track of differences between different texts by looking out for contradictions. (pg. 150) | * 2.RML.8-13 Readers remember their questions and thoughts for later predictions and hypothesis by jotting notes. (pg. 150) * 2.RML.8-14 Readers question their understanding by thinking about what they already know and what they are reading when there are differences. (pg. 151) * 2.RML.8-15 Readers formulate important questions by reading many books on the same topic. (Pg. 151) * 2.RML.8-16 Readers come up with their own questions that they want to explore by rereading the text and asking themselves, “What does that make me think?” and “What experiment could I try in class? (pg. 151) |

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| **WORKSHOP CALENDAR FOR:** | Grade 2 Reading Unit 8 | Dates: May 16 – June 12 |
| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  |  | 16  2.RML.8.1 Readers understand nonfiction books by looking at the parts. (pg. 148) | 17  2.RML.8.2 Readers understand their reading by knowing it well enough to explain it to others (pg. 148) |
| 20  2.RML.8.3 Readers prepare for book discussions by thinking about the main ideas in each part of their books. (pg. 148) | 21  2.RML.8.4 Readers are able to explain and think about their reading by recalling all they know about a topic. (pg. 148) | 22  2.RML.8.5 Readers build up their background knowledge by skimming and scanning across all of the features of the page. (pg.148) | 23  2.RML.8.6 Readers prepare to work with a partner by preparing important information and key ideas. (pg. 149) | 24  NO SCHOOL |
| 27  NO SCHOOL | 28  2.RML.8.7 Readers use new words to talk about their topic by collecting a running list of new vocabulary. (pg. 149) | 29  2.RML.8.8 Readers carry all that they have learned from one book by comparing and contrasting as they read a new book. (pg. 149) | 30  2.RML.8.9 Readers defend their ideas by pointing to the place in the text that shows evidence of their idea. (pg. 149, 150) | 31  2.RML.8.10 Readers bring clear ideas to their clubs by organizing their notes according to what is similar and different. (pg. 150) |
| 3  2.RML.8.11 Readers discover similarities and differences in information by looking across texts, at parts of texts, or at whole texts. (pg. 150) | 4 2.RML.8.12 Readers keep track of differences between different texts by looking out for contradictions. (pg. 150) | 5  2.RML.8.13 Readers remember their questions and thoughts for later predictions and hypothesis by jotting notes. (pg. 150) | 6  2.RML.8.14 Readers question their understanding by thinking about what they already know and what they are reading when there are differences. (pg. 151) | 7  NO SCHOOL |
| 10  2.RML.8.15 Readers formulate important questions by reading many books on the same topic. (Pg. 151) | 11  2.RML.8.16 Readers come up with their own questions that they want to explore by rereading the text and asking themselves, “What does that make me think?” and “What experiment could I try in class?(pg. 151) | 12  LAST DAY WITH STUDENTS |  |  |

**Assessment Checklist**

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| **Unit 8: Readers Can Read about Science Topics to Become Experts** |

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| Name | I can compare and contrast the most important points presented by two texts on the same topic 2.RI.9 | I can identify the main purpose of a text 2.RI.6 | I can ask and answer questions to demonstrate understanding of key details in a text 2.RI.1 | I can determine the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. 2.RI.2 | I can use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text. | **Notes** |
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* = Beginning √= Developing X= Secure

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| **Unit 8 Mini Lesson 1** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about a topic. |
| **Teaching point:** | Readers understand nonfiction books by looking at the parts. |
| **Catchy phrase:** | What does this part teach me? |
| **Text:** | Any nonfiction book with subheadings or section heading-this unit is a month long exploration of one topic. Be sure to use books related to one topic!!! |
| **Chart:** |  |
| **Standard:** | 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Remember when we studied nonfiction, we asked ourselves what big things will this book teach me? What are some smaller parts that the book is divided into? We looked at headings, subheadings, captions, table of contents, glossary and the index. |
| ***Teach:***  Today I want to teach you that readers can look at a nonfiction book in parts. For example, the whole book is like a big watermelon. This is the main topic, but each section is like one seed of that watermelon. Watch me as I share the topic of this book. The topic of this book is \_\_\_\_\_\_\_\_ since it says that right on the cover. That is the main topic. Now, let’s look at a subheading/ section heading. We can cover the text, so after we look at the subheadings and we ask ourselves What does this part teach me? We can say This part teaches me about\_\_\_\_\_\_\_. As I read the words and look at the pictures, /diagrams/captions and put all the information together it teaches me by giving examples and evidence such as \_\_\_\_\_\_\_, \_\_\_\_\_\_, \_\_\_\_\_\_ about the topic. This is one seed of the watermelon. What does this part teach me? This part teaches me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| ***Active Involvement:***  Now it is your turn, let’s look at this subheading. After I read it to you, turn to your partner and tell your partner -This part teaches me \_\_\_\_\_\_\_\_\_. Teacher reads a section and directs students to turn to their partner and tell what this part teaches me. Do this again with another example from either the same subheading or a new subheading. |
| ***Link:***  Remember today and every day as we read nonfiction books we understand the topic better by looking at the parts and subheadings and asking ourselves what does this part teach me? |
| **Mid-Workshop Teaching Point:** |
| **Share:**  What big things did your text teach you? What are some smaller parts that the book is divided into? Teacher selects students to share headings and subheadings. |

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| **Unit 8 Mini Lesson 2** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about a topic. |
| **Teaching point:** | Readers understand their reading by knowing it well enough to explain it to others. |
| **Catchy phrase:** | Don’t copy-use your own words! |
| **Text:** | Any nonfiction with subheadings. This unit is a month long exploration of one topic. Be sure to use books related to one topic!!! |
| **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.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Remember yesterday we looked at the smaller parts that the book is divided into called subheadings. We asked ourselves What big things will this text teach me? and What are some smaller parts that the book is divided into? We answered the questions What does this part teach me? |
| ***Teach:***  Now we want to build conversations based on what we learned. One way that science readers push ourselves to understand our reading well is to know it well enough to be able to explain it to others. Remember don’t copy-use your own words! One way that we can do this is to say what we’ve read and learned in our own words to make our learning stick. After reading a chunk , we put the book down and think to ourselves or say to our partner, This part means \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Watch me as I do this. (Read a section of a nonfiction book with subheadings. Set the book down and rephrase in your own words what you have learned using the frame This part means \_\_\_\_\_\_\_\_\_\_). Don’t copy-use your own words! |
| ***Active Involvement:***  Now it’s your turn to put what you have learned into your own words. Remember don’t copy-use your own words. (Read a section of the book to them) Now turn to your partner and tell them in your own words This part means \_\_\_\_\_\_\_\_\_\_. |
| ***Link:***  Today and every day we want what we have learned to stick in our brain forever by using our own words to tell what we have learned. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Students come to the carpet ready to explain to others in their own words what a section of their book was about. |

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| **Unit 8 Mini Lesson 3** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about a topic. |
| **Teaching point:** | Readers prepare for book discussions by thinking about the main ideas in each part of their books. |
| **Catchy phrase:** | Prove it! |
| **Text:** | Any nonfiction with subheadings. This unit is a month long exploration of one topic. Be sure to use books related to one topic!!! |
| **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.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  2. RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection****:*  Remember earlier when we looked at subheadings and we set the book down and said This part teaches me \_\_\_\_\_\_\_\_\_\_\_\_\_\_. Now we must look for proof or evidence. Prove it! I still read a section and set the book down, but now I give examples or evidence. Prove it! Prove it! Prove it! |
| ***Teach:***  I say this part teaches me by giving me examples or evidence such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This is how I prove it. Watch me as I look for evidence to prove what I have learned. (Teacher reads nonfiction subheading section and uses the frame This part teaches me by giving me examples or evidence such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.) I always want to look for proof when I learn something. These are facts, not just an opinion. Remember -Prove it! |
| ***Active Involvement:***  Now it is your turn to Prove it! We will use the sentence frame – This part teaches me by giving me examples or evidence such as\_\_\_\_\_\_\_\_\_. This is how we prove it, give facts or evidence. (Teacher reads another subheading and stops, puts the book down.) Now, turn to your partner and tell them – I can prove it! This part teaches me by giving me examples or evidence such as\_\_\_\_\_. Remember, prove it! Students practice with their partners. |
| ***Link:***  Today and every day when we read nonfiction we look for examples to prove what we learned. Remember Prove it! |
| **Mid-Workshop Teaching Point:**  Teacher reminds students to put down the book and to rephrase in their own words-  MWTP: “This part teaches me \_\_\_\_\_,” “It teaches me by giving examples or evidence such as \_\_\_\_\_\_\_.” |
| **Share:**  Students come to the carpet and share what they have learned and show This part teaches me by giving me examples or evidence such as \_\_\_\_\_\_\_\_\_\_\_\_\_. Prove it! |

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| **Unit 8 Mini Lesson 4** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about a topic. |
| **Teaching point*:*** | Readers are able to explain and think about their reading by recalling all they know about a topic. |
| **Catchy phrase:** | Pull it all together!! |
| **Text:** | Two or three nonfiction books that have been discussed on one topic. This unit is a month long exploration of one topic. Be sure to use books related to one topic!!! |
| **Chart:** |  |
| **Standard:** | 2. RI.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Remember yesterday when we found evidence to support what we learned. We said, prove it. We looked for evidence or examples to prove what we knew. |
| ***Teach:***  Today readers of nonfiction remember and use all we know about the topic when we are reading. This means we read lots of books about our topic. Today I want to teach you that as scientists are studying reading and thinking about the main ideas in our books we also want to bring all we know about our topic to our reading. We can recall our experiments, activities, explorations and learning from science and writing workshops to help us explain and think about what we are learning during reading workshop. Now it is time to pull it all together. Nonfiction readers will think about all the books they have read on a topic and pull together everything they know and explain it to another person. Pull it all together! Watch me as I read this and connect it to other books we have read about this topic. (Read a book, stop and put book down and reflect.) I am going to remember other books we have read about this same topic and other learning I have done about this topic to help me understand what I am learning. Scientist study, read and think about books. We want to bring together all we know about our topic. So I remember doing or reading \_\_\_\_\_\_\_\_\_about this topic. I now know \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_about \_\_\_\_\_\_. It helps me grow my learning. Pull it all together. |
| ***Active Involvement:***  It’s your turn to Pull it all together! Read another section of the book. Puts the book down. Turn to your partner and tell how this new information connects to everything you have learned about this topic. Pull it all together. |
| ***Link:***  Today and every day we pull together and connect what we have learned about one topic. This helps us grow our learning and understand it better. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Students will come to the carpet and share how they use all they know about a topic when they are reading. They pull it all together. |

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| **Unit 8 Mini Lesson 5** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about a topic. |
| **Teaching point:** | Readers build up their background knowledge by skimming and scanning across all of the features of the page. |
| **Catchy phrase:** | Skim and Scan every day before you read! |
| **Text:** | This unit is a month long exploration of one topic. Be sure to use books related to one topic!!! For this mini-lesson, you will need to have a new book about the topic. |
| **Chart:** | Nonfiction Features |
| **Standard:** | 2. RI.10 By the end of year read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  2. RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the 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.  2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Remember we’ve been building our knowledge about a topic by reading lots of books and sharing what we’ve learned and giving examples or evidence of what we have learned. We’ve learned to prove what we’ve learned. Today I want to remind you that science readers build up our background knowledge as we read many different kinds of books. This gives us a big overview of our topic. Skim and scan every day before you read. |
| ***Teach:***  As we read we orient ourselves to a new book about our topic by skimming and scanning across all the features of a page, the photographs, the maps, the timelines, the diagrams, the charts, the captions and the sidebars. As we read across these different features, we try to name the big idea. We say the big idea in this section is \_\_\_\_\_\_\_\_\_\_\_\_. This timeline/photograph/diagram/chart/caption shows \_\_\_\_\_\_\_\_\_\_\_\_\_. Watch me as I skim across the features of this page. (Teacher reads aloud the features of a section. Teacher puts the book down.) After I skimmed and scanned this section I know the big idea is about \_\_\_\_\_\_\_\_\_. This (name the feature) shows me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Now I can read it and I am building my background knowledge about this topic. Skim and Scan everyday before you read. |
| ***Active Involvement:***  (Show the students a big science book with many features and a subheading.) Now it is your turn to skim and scan. Remember Skim and Scan every day before you read. Let’s look at the features on this page to build our background knowledge. (Students skim and scan this page.) Now, turn to your partner and say I know the big idea is about \_\_\_\_\_\_\_\_\_\_\_\_\_. This (name the feature) shows me\_\_\_\_\_. |
| ***Link:***  Today and every day when we read science nonfiction first we need to skim and scan the features of a page before we read. This helps us build our background knowledge on new information. Now we are ready to read our text. Remember skim and scan every day before you read. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Come to the carpet and share how you skimmed and scanned the features to help you grow your knowledge about the topic. I know the big idea is about \_\_\_\_\_\_\_\_\_\_\_. This (name the feature) shows me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Skim and scan everyday before you read. |

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| **Unit 8 Mini Lesson 6** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Readers prepare to work with a partner by preparing important information and key ideas. |
| **Teaching point**: | Readers prepare to work with a partner by preparing important information and key ideas. |
| **Catchy phrase:** | Always be prepared! |
| **Text:** | Two or three nonfiction books that have been discussed on one topic. This unit is a month long exploration of one topic. Be sure to use books related to one topic!!! |
| **Chart:** | Make sure you have read a book ahead of time for the Teach section of the plan |
| **Standard:** | 2. RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  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 been preparing our minds to work with a partner and share information and key ideas. How did we prepare our minds? We looked at the parts in the book. We explained to others what we learned. We looked for evidence to prove what we learned. We recalled all we knew about a topic. Finally, we skimmed and scanned features to build our background knowledge. Now we are ready to work with a partner, but first we must prepare ourselves. Always be prepared! Today we are going to learn how to prepare ourselves as scientists and to push our learning. We plan to help our partners figure out what is important. You come prepared for discussion with important information and key ideas. Always be prepared! |
| ***Teach:***  As scientists read we keep in mind that we will be able to work with partners to support and push our learning. Always be prepared! We do two things. First we bring important information and details to our discussion. Second, we ask each other questions.  Remember we prepare and bring important ideas and details to our discussion. The big thing that I just learned from this part is \_\_\_\_\_\_\_\_\_\_. Some of the most fascinating details about this are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. When you come together with a partner you not only need to come prepared for discussion, but also you need to come prepared with important information and key ideas. Always be prepared!  We need to think ahead about what information might help our partner. We also ask each other questions like-Why is that important? How is that important to our topic? Is that the most important thing in that section or part?  Watch me as I prepare myself for my discussion. First I gather important ideas and details. Second I ask myself -why is that important? (Teacher brings her details and facts from the book he/she has been reading.) I have prepared myself, I have gathered information. I am going to share this with my partner. The big thing I just learned from this part is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Some of the most fascinating details about this are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| ***Active Involvement:***  Now the partner asks me, Why is that important? How is that important to our topic? Is that the most important thing in that section or part? (Teacher directs a student to be her partner. The student asks the questions to the teacher. ) Now turn to your partner and tell your partner what you just saw us doing? |
| ***Link:***  Today and every day when you read as a scientist be prepared to share information and key ideas and be prepared to ask questions. Always be prepared! |
| **Mid-Workshop Teaching Point:**  Readers support the thinking by asking their partners, Why is that important? How is that important to our topic? Is that the most important thing in that part? |
| **Share:**  Come to the carpet and share-Did you do the two things to be prepared that we discussed today? One-Did you bring details and information to discussion? Two-Did you ask your partner questions? Always be prepared!  The big thing I just learned from this part is\_\_\_\_\_\_\_\_\_\_. Some of the most fascinating details about this are\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Why is that important? How is that important to our topic? Is that the most important thing in that section or part? |

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| **Unit 8 Mini Lesson 7** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers build up a base of knowledge on a topic by reading deeply about a topic. |
| **Teaching point:** | Readers use new words to talk about their topic by collecting a running list of new vocabulary. |
| **Catchy phrase:** | Persevere! Use a science word! |
| **Text:** | Two or three nonfiction books that have been discussed on one topic. This unit is a month long exploration of one topic. Be sure to use books related to one topic!!! |
| **Chart:** |  |
| **Standard:** | 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*). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  Remember yesterday when we discussed being prepared to share with our partner the important information we learned from the book. We asked each other questions. Today you will want to learn new words about your topic. Scientists use science words when talking about what they know. |
| ***Teach:***  Today we will learn how scientists use the words of experts. They use science words in their writing or speaking about their topic. Today we want to collect these words. We will use these words with our partners and use these words when we write about our topic. We will need to remember all the strategies we learned to pull apart and understand difficult words. Persevere! Use a science word. We will write them in our response journal. Watch me as I do this. (Teacher should have a big book or project a page on the wall and should have something to write on. The book or page should have at least one or two new vocabulary words. The teacher will model coming across the word and pulling it apart using decoding strategies and determine the meaning from context or clues. Then, the teacher will write the new word and the meaning in her/his response page or journal or sticky note.) Persevere! Use a science word! |
| ***Active Involvement:***  Now you can try it with your partner. Tell your partner what you saw me do. (Students would discuss with their partner) This partner group noticed that I pulled apart a new word or skipped and came back (whatever strategy you used). Thumbs up if you noticed that too. This partner group noticed that I used the picture and my background knowledge to figure out the meaning of the new science word. Persevere! Use a science word! These partners noticed that I wrote down my new science word in my journal. |
| ***Link:***  Today and everydayas we read about science topics to become experts we persevere and use new science words. We collect and write down our new words to share them with partners and to use them in our writing. Remember-Persevere! Use a new science word. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Students return to the carpet and share their new words and what they mean. They will also share what strategy they used to read their new science word and how they figured out what it meant. |

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| **Unit 8 Mini Lesson 8** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers compare and contrast different texts on the same topic |
| **Teaching point:** | Readers carry all that they have learned from one book by comparing and contrasting as they read a new book. |
| **Catchy phrase:** | Remember the old as you add something new! |
| **Text:** | The Life of a Butterfly, by Teacher Created Materials, Butterflies and Moths, by Graham Meadows & Claire Vial and Monarch Butterfly by David Schwartz (or similar informational texts). |
| **Chart:** | Possible sentence frames:  “In science we \_\_\_\_\_\_\_\_, and in this book I’m noticing \_\_\_\_\_.”  “In this part it says\_\_\_\_\_\_\_\_\_\_\_\_\_, but here it says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”  “This reminds me of something else I read.”  “This is different from that because \_\_\_\_\_\_\_\_\_\_\_\_\_.”  “These are kind of the same and kind of different.” |
| **Standard:** | 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****:*  We’ve been reading deeply on our science topics by thinking about the main ideas, recalling all we know about a topic and using new words to talk about our topics. Today, were going to see how we can compare and contrast books on the same topic. |
| ***Teach:***  Reader’s carry all that they have learned from previous books as they read a new book. I remember reading about the butterfly lifecycle and how they start off as eggs. The mother butterfly lays a lot of eggs. Next, they hatch into caterpillars and eat a lot of plants. Then, they attach themselves to a branch and make a chrysalis around their body. Finally, the butterfly comes out as a full butterfly. When it comes out it is damp and crumply.  For example, in the book Monarch Butterfly, I noticed that there are six stages in metamorphosis of a butterfly in contrast to five stages in The Life of a Butterfly and only four stages in the book, Butterflies and Moths! At first I thought they were different, but after further comparison, I decided that they are really the same except that two books explained more parts to the pupa stage. Remember the old as you add something new!  This is different from that because it has two parts of the pupa stage. Another difference between the butterflies is that one of them is red and black and the other is yellow and black. Further, one book shows the butterfly in the crispy chrysalis and the other book shows the butterfly coming out of the chrysalis. Another book showed the butterfly changing colors while it was still in the chrysalis. Remember the old as you add something new! |
| ***Active Involvement:***  Now try it yourselves: Compare the caterpillars in all three books (teacher shows the pictures opened to those pages in the books for students to observe) and tell using the following sentence frames (teacher refers to chart with posted sentence frames): Tell the difference between pictures and tell something the same about them (teacher has a share out).  (Teacher asks students to repeat with pictures of body parts). Remember the old as you add something new! |
| ***Link:***  Today and every day when you are reading informational books, make sure you remember what you read from other books as you read a new one. Remember the old as you add something new! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 9** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers compare and contrast different texts on the same topic |
| **Teaching point***:* | Readers defend their ideas by pointing to the place in the text that shows evidence of their idea (p. 149-150). |
| **Catchy phrase:** | Defend what you know is right! |
| **Text:** | The Life of the Butterfly, by Rigby, Butterflies and Moths, by Graham Meadows & Claire Vial and Monarch Butterfly by David Schwartz (or similar informational texts). |
| **Chart:** | Possible sentence frames:  “In science we\_\_\_\_\_\_\_\_ and in this book I’m noticing\_\_\_\_\_\_\_.”  “In this part it says \_\_\_\_\_\_\_\_\_\_, but here it says \_\_\_\_\_\_\_\_\_\_.”  “This is different from that because\_\_\_\_\_\_\_\_\_\_\_.” |
| **Standard:** | 2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  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. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection****:*  Yesterday we talked about comparing and contrasting information in different books, such as butterflies or looking at what is the same and what is different in each book. Today, we’re going to look at how to defend our ideas by pointing to a place in the text that shows evidence of our ideas. Defend what you know is right! |
| ***Teach:***  Today, we are going to look at the information we have learned, write it down on our post-its and defend it by showing our partners where we found the information in our books.  For example, in the book Butterflies and Moths (p.13), the caterpillar chrysalis of a “Gum Emperor Moth” ***is*** surrounded by a cocoon of silk, however, the butterfly caterpillar’s chrysalis ***is not*** surrounded by a cocoon of silk. When you look at the pictures and the captions, you would not believe that the moth cocoon is surrounded by silk and the butterfly cocoon is not. The butterfly cocoon looks smooth, soft and silky, whereas the moth cocoon looks rough and scaly. So, naturally, you would expect that the butterfly cocoon would be surrounded by silk, but that is not the case. However, you could defend what you know by showing the evidence of what you read in the picture and the caption. Defend what you know is right! |
| ***Active Involvement:***  Now you try it. On page 14, you see a picture of a butterfly and a moth. The text says that tiny hairs cover the bodies of butterflies and moths. You would not believe it, since the butterflies wings look so smooth. However, pretend you wrote this evidence down on your post it. Partner A, please turn to partner B and say the following sentence frame: In science we are studying butterflies and in this book I’m noticing that butterflies and moths have tiny hairs that cover their bodies.  (Teacher then reads an excerpt from page 14 of the same book that says that between the eyes are two ***antennae*** that detect the scent of food or mates, but can also be used for hearing and touch). Teacher says partner B, turn to partner A and use the following sentence frame to say the two ways antennae can be used: In this part it says antennae can detect the scent of food or mates, but here it says antennae may also be used for hearing and touch. |
| ***Link:***  So, as you can see,*it’s very important to* defend what you know is right! The evidence in the text says that not only is a moth surrounded by cocoon of silk, a butterfly chrysalis is not. However, both butterflies and moths have tiny hairs on their bodies AND, their antennae’s serve more than one purpose! So, you should always, defend what you know is right! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 10** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers compare and contrast different texts on the same topic |
| **Teaching point**: | Readers bring clear ideas to their clubs by organizing their notes according to what is the similar and different. |
| **Catchy phrase:** | How’s it different? How’s it the same? |
| **Text:** | The Life of the Butterfly, by Rigby, Butterflies and Moths, by Graham Meadows & Claire Vial and Monarch Butterfly by David Schwartz (or similar informational texts). |
| **Chart:** | “In this part it says \_\_\_\_\_\_\_\_\_\_\_\_, but here it says \_\_\_\_\_\_\_\_\_\_\_\_.”  “This is different from that because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”  A Venn Diagram found at: http://www.teach-nology.com/worksheets/graphic/venn2/ |
| **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.  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****:*  Yesterday we talked about the importance of being able to defend what we know is right, by citing the evidence from the books we read. Today, we are going to organize our notes into what is the same about our topic, and what is different. A very neat way to do this can be through the use of a Venn Diagram, since the opposite sides of the circles will show how each topic is different, while the middle will easily show how it is the same. |
| ***Teach:***  In the book Butterflies &Moths by Graham Meadows and Claire Vial, there are things that we can compare and contrast about butterflies and moths. For instance, on page 7, it states that “both live on every continent on Earth except Antarctica.” On the very same page, it says that “both are herbivores, meaning their diets consist of plants.” So, on my Venn Diagram, I would put both of these facts in the middle of both circles, to show this is what is similar or the same about butterflies and moths.  To show what is different or how to contrast, on page 4 and 5 it shows that “most butterflies fly during the day,” however, “most moths fly at dusk or at night.” I would write each one of these facts opposite each other on my Venn Diagram, to show how they contrast with one another. When we do this we should think: How’s it different? How’s it the same? |
| ***Active Involvement:***  Here, now you try it using the following sentence frame: In this part it says \_\_\_\_\_\_\_\_\_\_\_\_, but here it says \_\_\_\_\_\_\_\_\_\_\_\_ (teacher reads an excerpt on how butterflies are brightly colored and moths have a dull color). Teacher says, “partner A please turn to partner B and use the sentence frame to say how butterflies and moths are different.” Remember , ask yourself – How’s it different? How’s it the same? Ask your partner – Where do you think these two fact go on the Venn Diagram? |
| ***Link:***  So you see, when we listen to our partners, we can plainly see where it is we can write down our information. (Teacher asks students) Where do you think these two facts go on the Venn Diagram? Now, think to yourselves: How’s it different? How’s it the same? |
| **Mid-Workshop Teaching Point:** |
| **Share:**  (Teacher has the students gather at the carpet. The teacher asks two students to share.) John and Pete were reading and they used our sentence frames. In this part it says\_\_\_\_\_, but here it says\_\_\_\_\_. (John and Pete share their sentence frames with the information learned in their reading.) John and Pete did a nice job showing. - How’s it different? And How’s it the same? |

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| **Unit 8 Mini Lesson 11** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers compare and contrast different texts on the same topic |
| **Teaching point**: | Readers discover similarities and differences in information by looking across texts, parts of texts, or whole texts. |
| **Catchy phrase:** | What’s the same or different? |
| **Text:** | We Need Insects! By Anna Prokos, Tiny Creatures by Monica Hughes, |
| **Chart:** | Possible sentence frames:  “In science we \_\_\_\_\_\_\_\_, and in this book I’m noticing \_\_\_\_\_.”  “In this part it says\_\_\_\_\_\_\_\_\_\_\_\_\_, but here it says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”  “This reminds me of something else I read.”  “This is different from that because \_\_\_\_\_\_\_\_\_\_\_\_\_.”  “These are kind of the same and kind of different.” |
| **Standard:** | 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. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We have been comparing, or finding similarities, and contrasting or finding differences in the books we have been reading, as we read deeply about our science topics. We found these similarities and differences, pointed to them in the text and talked about them in our groups. |
| **Teach:**  Today we will find similarities and differences with several books we have read on the same topic. I was reading these two insect books because the titles sounded interesting. I wondered why we would need insects, what they would be good for. For instance, in this chapter of We Need Insects, the author tells about insects that eat other insects so that farmers won’t harm their crops. Farmers love the help in getting rid of certain pests. This reminded me of the spider in Tiny Creatures, where the spider eats insects that it catches in its web just as the ladybug that eats aphids! I remember that aphids eat the farmers’ crops, so of course, the farmers would love to have ladybugs to help get rid of the aphids, so they don’t eat their crops! I compared and noticed similarities between these books. These made me wonder if I could contrast, or find differences, too. Readers notice what’s the same **or** different.  Let’s see, here in Tiny Creatures, the author says that grasshoppers eat grass and leaves. This would be bad for the plant. However, in the book, We Need Insects!, the author says that insects actually help plants grow by spreading the pollen powder on flowers. When I read, I remember that readers notice, “What’s the same or different?” |
| **Active involvement:**  You are readers, too, so go ahead and try to find something the same and something different in these two pages. (Teacher reads 2 similar pages in two books.) Tell your partner the same and different things you noticed. (Teacher guides a few students to share out.)  Let’s try it again with these books. (Teacher repeats the partner share and share out.) |
| **Link:**  So, today and every day that you are reading, remember that readers notice, “What’s the same or different?” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 12** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | Science readers compare and contrast different texts on the same topic |
| **Teaching point***:* | Readers keep track of differences between different texts by looking out for contradictions. |
| **Catchy phrase:** | Completely opposite? A contradiction! |
| **Text:** | We Need Insects! By Anna Prokos, Butterflies and Moths by Meadows and Vial |
| **Chart:** | Possible sentence frames:  “In science we \_\_\_\_\_\_\_\_, and in this book I’m noticing \_\_\_\_\_.”  “In this part it says\_\_\_\_\_\_\_\_\_\_\_\_\_, but here it says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”  “This reminds me of something else I read.”  “This is different from that because \_\_\_\_\_\_\_\_\_\_\_\_\_.”  “These are kind of the same and kind of different.” |
| **Standard:** | 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****:*  Readers, we have been reading deeply about our science topics. We are becoming really good at noticing similarities and differences, or comparing and contrasting. Today I would like to show you that sometimes you will even find a difference so strong and opposite that it is a contradiction. Readers keep track of differences by looking out for contradictions. |
| ***Teach:***  This title Butterflies and Moths caught my eye. I was reading here that in peoples’ houses the clothes moth caterpillars eat the wool, fabric and clothes! I remember that in another book We Need Insects! I read that the caterpillars called silkworms actually **make** silk thread for fabric. This is such an opposite difference; I would call it a contradiction. This helps me contrast the two books. Readers keep track of differences by looking out for contradictions. |
| ***Active Involvement:***  Listen to these two pages about insect pests and insect helpers. Thank of what is so different that it is a contradiction. Then turn to your partner and tell the contradiction that you thought of. (Teacher reads sentences from two opposing books and leads students to share and then share out. Repeat until students are able to think of contradictions).  Readers keep track of differences by looking out for contradictions. |
| ***Link:***  Today and every day when you are reading informational books, make sure you remember that readers keep track of differences by looking out for contradictions. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 8 Mini Lesson 13** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | We learn by asking questions |
| **Teaching point***:* | Readers remember their questions and thoughts for later predictions and hypothesis by jotting down notes. |
| **Catchy Phrase:** | Jot a quick note! |
| **Text:** | The Earth and Sky |
| **Chart:** | Possible sentence frames:  “I wonder \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I’ll bet it’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” |
| **Standard:** | 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  You have been spending a lot of time learning new information about your nonfiction topic. You now have a knowledge base about your topic. You have learned enough about your topic to be able to compare and contrast the information you have learned.  Today, I am going to teach you how we can understand and learn even more about your topic. One very important want to record our thoughts and questions is to write it down because nonfiction readers remember their questions and thoughts for later predictions and hypothesis by jotting down notes |
| ***Teach:***  (Teacher pulls out the book, The earth and sky that has already been marked)  Here is the book I read yesterday, The Earth and Sky. Sometimes we may want to read a book or chapters first, before jotting down notes, and then go back and reread, jotting down things we think about or questions because nonfiction readers remember their questions and thoughts for later predictions and hypothesis by jotting down notes. So, since I already read this book yesterday, I am now going to go back and reread, jotting down questions and thoughts.  On this page it says that below the earth’s surface there are many different layers of rock. Deep beneath the rock, Earth’s core is red hot. Reading this page I think to myself, jot a quick note! I am going to jot down my question on a post-it and place it on this page so I can remember why I had this wondering. (Teacher writes down the question, Is that where lava comes from? I remember reading about volcanoes and how lava is red hot.) Did you see what I did? I reread the page, thought to myself, jot a quick note! And that’s what I did because nonfiction readers remember their questions and thoughts for later predictions and hypothesis by jotting down notes.  (Teacher turns to another marked page and rereads)  On this page it says that all living things need oxygen to breathe and water to drink. Hmm…What does that make me think? Oh, I know, I’ll jot it down! (Teacher writes down her question, if all living things need oxygen how do animals breathe under water?) I am wondering and going to write down my question. I just don’t see how, if oxygen is in the air, how do animals breathe and survive under water. I better write this down now because nonfiction readers remember their questions and thoughts for later predictions and hypothesis by jotting down notes. |
| ***Active Involvement:***  Now I want you to try to think about something that we could write down because we are trying to learn that nonfiction readers remember their questions and thoughts for later predictions and hypothesis by jotting down notes. While I am reading, I would like you to listen and if you hear something that makes you wonder or question I would like you to say, Jot a quick note! (Teacher rereads and waits for students to say jot a quick note!) Oh, that is a great question! I will write that down and stick my post it to the page so I know what page made me wonder that. (Teacher jots down and sticks the post it to the page and continues to read jotting down questions on post-its and sticking it on the page)  Great! You guys helped me come up with some great questions. It is really important to write down our thoughts and questions because nonfiction readers remember their questions and thoughts for later predictions and hypothesis by jotting down notes. |
| ***Link:***  I am going to pass out post-its that I would like you to use today as you read and reread the books in your book bag. Always remember, if you think of something or have a question think to yourself, Jot a quick note! Then it will help you remember your thinking because nonfiction readers remember their questions and thoughts for later predictions and hypothesis by jotting down notes. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

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| **Unit 8 Mini Lesson 14** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | We learn by asking questions |
| **Teaching point:** | Readers question their understanding by thinking about what they already know and what they are reading when there are differences. |
| **Catchy Phrase:** | Read, reread, and question it! |
| **Text:** | The Earth and Sky |
| **Chart:** |  |
| **Standard:** | 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we reread our books and wrote down questions or thought we had about the topic. It is very important to keep track of our thoughts and jot it down on a post-it and stick it in our book. If we don’t write it down we might forget our questions and/or thoughts and it is always a good idea to stick our post-it on the page so we can refer back to it later.  Today we are going to look at the questions we wrote down yesterday and think about what we know and have previously read to answer the questions because readers question their understanding by thinking about what they already know and what they are reading when there are differences. I want to teach you that sometimes what we think we know is different from what we read. |
| ***Teach:***  Okay, today I am going to continue to think about the work we did yesterday. I reread the book The Earth and Sky and I first came up with two questions. I don’t know if I mentioned it yesterday, but I wondered both things because of information I had learned in the past and readers question their understanding by thinking about what they already know and what they are reading when there are differences.  Let’s look at the first questions I had. (Teacher opens the book and pulls the post-it of the page and reads it to the class) This question says, Is that where lava comes from? Do you remember what the page said? (Teacher rereads the page once again) Since this page talks about the Earth’s read hot core, it made me think about volcanoes. I am using my past experience, reading and knowledge and I know that lava is red and hot. I know that it is important to think about all that I know because readers question their understanding by thinking about what they already know and what they are reading when there are differences.  It is often important to notice when what the author is saying is different from what we know, or if the author is not mentioning enough information about the topic. (Teacher motions to the same page) So here (teacher points), the author is not really saying something different, but I would say that maybe they could say more about the topic.  (Teacher turns to another marked page and pulls the post-it of the page and reads it to the class) Here I wrote, if all living things need oxygen how do animals breathe under water? I am going to reread this page again so you can remember why I had this thought. I am guessing that you might see now why it is so important to mark the page with the post-it. Not only does it have the question on it, but the post-it also marks the page why we had the question. (Teacher rereads the page) On this page the author says that all living things need oxygen to breathe and water to drink. I know that animals need to breath in order to stay alive, in this picture they are only showing animals that live above or below the ground. So now I am left wondering about animals that live in water. I know from previous reading that some marine animals come to the surface to breathe, but I am still left wondering about those animals that never come to the surface.  Do you see how I used what I already knew, thought about what I read and then questioned. We need to remember to read, reread, and question because nonfiction readers question their understanding by thinking about what they already know and what they are reading when there are differences. |
| ***Active Involvement:***  Now it is your turn. We are going to use the same book, reread our questions from yesterday and lets think about the author and think if there are any differences or if there is more the other could add to give us more information in order to answer our questions.  (Teacher reads the questions that the students came up with the day before) Turn to your partner and repeat the catchy phrase, read, reread and question it. Now, talk to your partner about whether the author makes a statement that is different from what you already knew or if it there is more that the author could add. |
| ***Link:***  Today, and every day, I want to remind you that we need to read, reread and question. Often times the books we read can help us generate more ideas that we want to investigate about our topics. We need to use all we know as we are reading because nonfiction readers question their understanding by thinking about what they already know and what they are reading when there are differences. |
| ***Mid-Workshop Teaching Point:***  While you are reading today I would like you to think about what else you would like to learn about. Think to yourself, if the author was to write another chapter, what else would I want to know? |
| ***Share:*** |

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| **Unit 8 Mini Lesson 15** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | We learn by asking questions |
| **Teaching point:** | Readers formulate important questions by reading many books on the same topic. |
| **Catchy Phrase:** | Keep Reading, find the answer! |
| **Text:** | Various books on recycling |
| **Chart:** | Possible questions:  “Why does this happen?”  “How does this affect the world?”  “Does this always happen?” |
| **Standard:** | 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.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 been reading and rereading our books, thinking about what we are learning, remembering what we already know on a topic, and jotting down any questions or thoughts that we have on the topic. Often, we already have some background knowledge on a topic that we are reading about and the book might either confirm what we know or have witnessed or, it might make us question what we knew.  Today, I want to teach you one thing scientists do to formulate important questions. We will be reading not just one book on a topic, but many books on a single topic because nonfiction readers formulate important questions by reading many books on the same topic. Information from one book might help us understand information from another text more deeply. |
| ***Teach:*** Do you remember the books I read on Earth Day? Well, I wanted to review those books with you today and think about some big questions that I came up with while reading those books because nonfiction readers formulate important questions by reading many books on the same topic.  (Teacher turns to the very first page of the book, Take Care of Our Earth.) Do you remember the question that we asked ourselves that day that I read this book? We asked ourselves, What happens if the water, air, and land become dirty? That was a really big question that made us want to read more in order to find the answer because nonfiction readers formulate important questions by reading many books on the same topic. We found answers in this book, but we also read more books about the importance of recycling.  Let’s keep reading, find the answer!  (Teacher holds up another book about recycling) Do you remember that we also read this book, Many Happy Returns? In this book we started to wonder, what do we do with things that are not biodegradable? We started to think a lot about the Earth and things that we can do to help. These are big questions that we can hopefully answer by reading more on the topic because nonfiction readers formulate important questions by reading many books on the same topic.  Let’s keep reading, find the answer!  I have another book here. (Teacher holds up book so the students can see the title) Let’s just read the title, What Happens When You Recycle? This title is a big question that we can ask ourselves and look for answers within this book and by reading other books on the same topic because nonfiction readers formulate important questions by reading many books on the same topic. |
| ***Active Involvement:*** (Teacher puts many more books about recycling on the board so the students can see them) Okay, now I would like you to talk to your partner about all the books that you see here. Read the titles; discuss what these books have in common. Are there any big questions that we might already be able to ask ourselves even before reading the book? How do they relate to each other? (Teacher listens to the students’ conversations and shares what she hears) |
| ***Link:***  So as you can see, it is very important to read many books on the same topic. As you can see, from all the examples here, many books on the same topic probably exist. The first reason is that it gives us even more information. Secondly, reading more can also help you answer questions you might have because nonfiction readers formulate important questions by reading many books on the same topic. |
| ***Mid-Workshop Teaching Point:***  “Scientists question when information from two different texts doesn’t add up. One way we do this is to be on the lookout for contradictions and wonder about the author’s perspective on a topic. We bring these inquiries to our partnership conversations as ways to spark good talk.” (pg. 151) |
| ***Share:*** |

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| **Unit 8 Mini Lesson 16** |

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| **Unit of Study:** | Readers Can Read about Science Topics to Become Experts |
| **Goal:** | We learn by asking questions |
| **Teaching point**: | Readers come up with their own questions that they want to explore by rereading the text and asking themselves, “What does that make me think?” and “What experiment could I try in class?(pg. 151) |
| **Catchy Phrase:** | What does that make me think? |
| **Text:** |  |
| **Chart:** | Questions to ask:  “What does that make me think of?”  “What experiment could I try in class?” |
| **Standard:** | 2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  2.RI.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:***  Yesterday we talked about reading more books on the same topic in order to answer big questions that we have come up with. We found how it is so important to read, reread, question, and then look for more information to answer our questions.  Today we are going to continue to read, make connections to things we already know, form questions, but also ask ourselves what we could do to learn more because nonfiction readers come up with their own questions that they want to explore by rereading the text and asking themselves, “What does that make me think?” and “What experiment could I try in class? |
| ***Teach:***  You may not know this, but sometimes we read about a topic, form a question in order to know more, and then do an experiment to explore on our own to try to answer our own question. I will show you what I mean.  (Teacher holds up the book, Underfoot) We have read this book before, but I wanted to bring your attention to this one page. (Teacher turns to the page with the earthworm) On this page it says that worms loosen the soil so air can get in, and water can drain away. This page makes me think of worms that I have seen outside in my own garden. I don’t think before today I ever really thought about their purpose. I think that I could also do an experiment to observe for myself what happens. I could put a worm in a pot with soil and see what happens. I would need to have a pot with soil that didn’t have a worm and observe the changes.  I want to remind you that we can use our reading time to come up with our own questions that we want to explore more deeply. We can reread parts of the text and think to ourselves, “What does that make me think of? What experiment could I try in class?” Often times, the experiment that we do just verifies that what we learned is correct and we learned it by seeing it with our own eyes. |
| ***Active Involvement:***  *(Teacher holds up a book about a plant’s life cycle) I want you to think about a plant’s life cycle and what a plant needs to grow. I want you to spend a minute thinking to yourself, what sort of experiment could I do to test this information? Now, that you have an idea, please share your ideas with your partner. ( Teacher listens to students ideas.)*  *Those are some great experiment ideas. I think many of them we could do here in the classroom or maybe you could do them at home. Remember,* nonfiction readers come up with their own questions that they want to explore by rereading the text and asking themselves, “What does that make me think?” and “What experiment could I try in class? |
| ***Link:***  Today as you are reading, think about what sort of experiments could you do to test our what you are learning. That is what nonfiction read do! |
| ***Mid-Workshop Teaching Point:***  *Remember, that we can take facts from our reading and make a connection with our topic that we are studying because* nonfiction readers come up with their own questions that they want to explore by rereading the text and asking themselves, “What does that make me think?” and “What experiment could I try in class? |
| ***Share:***  Have students share some experiment ideas that they have. |