**Unit 4 Table of Contents**

*Nonfiction Reading: Expository Texts*

|  |  |
| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards) | 3-6 |
| * [Unit 4 at a Glance](#ataglance) | 7-8 |
| * [English/Spanish/Russian Monthly Planner](#calendar) | 10-12 |
| * [Assessment Checklist](#assessmentchecklist) | 13 |

|  |  |  |
| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers understand the difference between fiction and nonfiction by looking at the structure and purposes of the text. | 14-16 |
| [Lesson 2](#lesson2) | Readers rev up their minds for nonfiction by previewing the text features and saying, “This book is mostly about ….and then it will also tell…” | 17-19 |
| [Lesson 3](#lesson3) | Readers hold on to what they read by summarizing chunks of text. | 20-21 |
| [Lesson 4](#lesson4) | Readers revise their thinking by adding new learning to what they’ve already learned. | 22-23 |
| [Lesson 5](#lesson5) | Readers organize or categorize new information by creating a boxes and bullets outline that matches the text. | 24-26 |
| [Lesson 6](#lesson6) | Readers find the main idea by looking for “pop-out” sentences (topic, or main idea sentence) | 27-29 |
| [Lesson 7](#lesson7) | Readers notice when the text transitions into a new subtopic by saying, “Oh, this is about a new subtopic.” | 30-33 |
| [Lesson 8](#lesson8) | Readers teach others about what they’ve learned by using an explaining voice, gestures and notes they have prepared | 34-36 |
| [Lesson 9](#lesson9) | Readers change and grow their own ideas about the text by talking about them. | 37-38 |
| [Lesson 10](#lesson10) | Readers prepare for future conversations by reading with the future conversation in mind. | 39-40 |
| [Lesson 11](#lesson11) | Readers figure out difficult words by using strategies they know. | 41-43 |
| [Lesson 12](#lesson12) | Readers pay special attention to technical words by using text features to define them. | 44-45 |
| [Lesson 13](#lesson13) | Readers synthesize information about a topic by looking for similarities and differences across texts. | 46-47 |
| [Lesson 14](#lesson14) | Readers grow their ideas about an area of expertise by organizing their thinking into topics and subtopics. | 48-49 |
| [Lesson 15](#lesson15) | Readers grow their ideas about an area of expertise by presenting their thinking with evidence. | 50-51 |

***Grade 3 Reading Unit 4***

**Dates**

1**2/12 –1/23**

***Unit of Study Planning Template***

|  |
| --- |
| Unit 4: Nonfiction Reading: Expository texts |

|  |  |
| --- | --- |
| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Introducing Readers to Expository Nonfiction – Key ideas and Details * Responding to the Text with Reactions and Questions, and Reading on to Draw Conclusions * Learning New Vocabulary and Speaking Like an Expert * Reading a nonfiction text set critically and analytically |

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

|  |  |
| --- | --- |
| Standards: | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.  3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.  3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range 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 affix is added to a known word (e.g., *agreeable*/*disagreeable*, *comfortable*/ *uncomfortable*, *care*/*careless*, *heat*/*preheat*). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). 4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.   3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).  3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics* *and texts*,building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. 2. 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). 3. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 4. Explain their own ideas and understanding in light of the discussion   3.SL.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |

|  |  |
| --- | --- |
| Key Vocabulary: | * Nonfiction / no ficción * Expository / expositivo * Fact / hecho * Text feature / rasgo, características del texto * Heading / Encabezamiento * Glossary / glosario * Table of contents / tabla de contenido * Index / índice * Bold / texto en negrilla * Italics / Itálico * Caption / pie de foto * Graph / gráfica * Summary / resumen * Topic / tema principal * Subtopic / subtema * Boxes and bullets / Cajas y puntos * Details / detalles * Vocabulary / vocabulario * Evidence / evidencia * Introduction / Introducción * Diagram / Diagrama * Photograph / fotografía * Image / imagen * Illustration / ilustración * Expert / experto * Topic sentence / oración principal (¿?) |

|  |  |
| --- | --- |
| Anchor Texts: | Big Bugs by Seymour Simon  Those Tricky Animals by Marcia Vaughan  We Need Insects! By Anna Prokos |

|  |  |
| --- | --- |
| Other Resources: |  |

|  |  |  |
| --- | --- | --- |
| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | * Assessment checklist * Student group work (journals, graphic organizers) * Anecdotal notes * Running records | * Final report and presentation |

Unit of Study At A Glance Planner

| **UNIT :** Nonfiction Reading: Expository Texts | | | |
| --- | --- | --- | --- |
| **GOAL:**  Introducing Readers to Expository Nonfiction – Key ideas and Details | **GOAL:**  Responding to the Text with Reactions and Questions, and Reading on to Draw Conclusions | **Goal:**  Learning New Vocabulary and Speaking Like an Expert | **GOAL:**  Reading a nonfiction text set critically and analytically |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers understand the difference between fiction and nonfiction by looking at the structure and purposes of the text. (72-73)   3.RML.4-1   * Readers rev up their minds for nonfiction by previewing the text features and saying, “This book is mostly about ….and then it will also tell…” (p. 72-73, 82)   3.RML.4-2   * Readers hold onto what they’re reading by summarizing chunks of text (p. 72, 83). 3.RML.4-3 * Readers revise their thinking by adding new learning to what they’ve already learned (p. 73, 83). 3.RML.4-4 * Readers organize or categorize new information by creating a boxes and bullets outline that matches the text (73-74, 83)   3.RML.4-5   * Readers find the main idea by looking for “pop-out” sentences (topic, or main idea sentence) (74-75, 83). 3.RML.4-6 * Readers notice when the text transitions into a new subtopic by saying, “Oh, this is about a new subtopic.” (74-75). 3.RML.4-7 * Readers teach others about what they’ve learned by using an explaining voice, gestures and notes they have prepared (75, 83). 3.RML.4-8 | * Readers change and grow their own ideas about the text by talking about them. (75-76, 83)   3.RML.4-9   * Readers prepare for future conversations by reading with the future conversation in mind. (76, 83) 3.RML.4-10 | * Readers figure out difficult words by using strategies they know (77, 84). 3.RML.4-11 * Readers pay special attention to technical words by using text features (margins, glossaries) to define them (77, 78, 84) 3.RML.4-12. | * Readers synthesize information about a topic by looking for similarities and differences across texts (78, 79,84) 3.RML.4-13 * Readers grow their ideas about an area of expertise by organizing their thinking into topics and subtopics. (79, 80, 84). 3.RML.4-14 * Readers grow their ideas about an area of expertise by presenting their thinking with evidence. (79, 80, 84) 3.RML.4-15 |

|  |  |  |
| --- | --- | --- |
| **WORKSHOP CALENDAR FOR:** | **Grade 3 Reading Unit 4** | Date: 12/12 –1/23 |
| **Unit of Study: Unit 4** | Unit 4, Nonfiction reading: Expository Texts |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  | 12/12  Readers understand the difference between fiction and nonfiction by looking at the structure and purposes of the text.  Los lectores entienden la diferencia entre los libros de ficción y no ficción usando la estructura y el propósito del texto para ayudarse. (72) 3.RML.4-1 | 12/13  Readers rev up their minds for nonfiction by previewing the text features and saying, “This book is mostly about ….and then it will also tell…”  Los lectores se alistan para leer libros de no ficción estudiando las características del libro y diciendo, “Este libro se trata de…y también me dirá… (p. 72, 82).  3.RML.4-2 | 12/14  Readers hold onto what they’re reading by summarizing chunks of text (p. 72, 83).  Los lectores captan lo que han leido al resumir partes de texto.  3.RML.4-3 |
| 12/17  Readers revise their thinking by adding new learning to what they’ve already learned  Los lectores corrigen su pensamiento al añadir nuevo aprendizaje a lo que ya han aprendido.  (p. 73, 83)  3.RML.4-4 | *12/18*  Readers organize or categorize new information by creating a boxes and bullets outline that matches the text  Los lectores organizan o categorizan nueva información construyendo un organizador de cuadros y puntos que refleja el texto.  (73-74, 83).  3.RML.4-5 | 12/19  Minilesson choice day | *Winter break begins* |  |
|  |  | 1/9  Readers find the main idea by looking for “pop-out” sentences (topic, or main idea sentence)  Los lectores encuentran la idea principal al buscar las oraciones que sobresaltan.  (74, 83).  3.RML.4-6 | 1/10  Minilesson choice day | 1/11  Readers notice when the text transitions into a new subtopic by saying, “Oh, this is about a new subtopic.”(74)  Los lectores se dan cuenta cuando el texto cambia a un tema secundario diciendo: o, este se trata de un tema nuevo.  3.RML.4-7 |
| 1/14  Readers teach others about what they’ve learned by using an explaining voice, gestures and notes they have prepared (75, 83).  Los lectores de no-ficcion ensenan a otros sobre su tema preparando notas e utilizando una voz informative y gestos. 3.RML.4-8 | 1/15  Readers change and grow their own ideas about the text by talking about them. (75-76, 83).  Los lectores cambian y crean sus propias ideas sobre el texto hablando sobre él. 3.RML.4-9 | 1/16  Readers prepare for future conversations by reading with the future conversation in mind.  (76, 83).  Los lectores se preparan para su conversación de lectura al leer con la conversación en mente.  3.RML.4-10 | 1/17  Readers figure out difficult words by using strategies they know (77, 84).  Los lectores averiguan el significado de las palabras dificiles usando las estrategias que ya conocen.  3.RML.4-11 | 1/18  Readers pay special attention to technical words by using text features (margins, glossaries) to define them.  Los lectores ponen mucha atención a las palabras técnicas usando las características del texto para entenderlas. (77, 78, 84)  3.RML.4-12. |
| 1/21  No school | 1/22  Readers synthesize information about a topic by looking for similarities and differences across texts (78, 79,84)  Los lectores sintetizan la informacion de un tema buscando lo que es igual y lo que es diferente en varios textos.  3.RML.4-13 | 1/23  Readers grow their ideas about an area of expertise by organizing their thinking into topics and subtopics. (79, 80, 84).  Los lectores expanden sus ideas al organizar sus pensamientos en un tema principal y temas secundarios.. 3.RML.4-14 | 1/24  Readers grow their ideas about an area of expertise by presenting their thinking with evidence. (79, 80, 84)  Los lectores expanden sus ideas presentando evidencia que apoya sus pensamientos.  3.RML.4-15 |  |

**Grade 3 Unit 4 Assessment Checklist**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | | | | **3.SL.1 (a)(b)(c)** | | | | 3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | |
| Name | ML 2 -- book is mostly about | ML 3—Summarizing chunks of text | ML 5 -- Boxes and bullets | | ML 6 – Pop out sentences | ML 7 – subtopic and subtopic | ML 8 –Use an explaining voice | ML 9—Grow ideas by talking about them. | ML 10 - Read with conversations in mind. | **Culminating demo (report and presentation)** |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |
|  |  |  |  | |  |  |  |  |  |  |

* = Beginning √= Developing X= Secure

|  |
| --- |
| **Unit 4 Mini Lesson 1** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading: Expository Texts |
| **Goal:** | Introducing Readers to Expository Nonfiction – Key ideas and Details |
| **Teaching point:** | Readers understand the difference between fiction and nonfiction by looking at the structure and purposes of the text.  **Los lectores entienden la diferencia entre los libros de ficción y no ficción usando la estructura y el propósito del texto para ayudarse.** |
| **Catchy Phrase:** | “ Fiction books tell us stories, whereas nonfiction expository texts teach us something new”.  Los libros de ficción nos cuentan historias, mientras que los libros de no ficción nos ensenan algo nuevo. |
| **Text:** | Big Bugs by Seymour Simon & Those Tricky Animals by Marcia Vaughan and any fictional book about animals |
| **Chart:** |  |
| **Standard:** | 3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, I am so happy with the progress you have been making in building your reading lives. We had a unit on understanding characters from fictional stories, and we just finished our unit on series book clubs. So far, we’ve been concentrating mostly on the genre of fiction. We know that fictional books tell stories. They are really enjoyable to sit back and read. It is really easy to get lost in a fictional story.  Today, we are going to start a new unit on nonfiction expository texts. I have been anticipating this unit with excitement because I really enjoy reading from this genre. Nonfiction expository texts teach us things. They are the “all about” books that you read. For example, there are a lot of nonfiction expository books about animals and places you can visit.  When you read nonfiction, you almost have to sit up so you can pay close attention to what you are reading, because “ fiction books tell us stories, whereas nonfiction expository texts teach us something new”. Readers understand the difference between fiction and nonfiction by looking at the structure and purposes of the text. |
| ***Teach:***  I have two books here about animals. This one, (Hold up a fictional book about animals) is a fictional story about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(animal). I can tell because it looks like a story book when you look at all of the pictures. Also, if I read the first page it sounds like the beginning of a fictional story. (Read first page.)  (Teacher holds up the book Those Tricky Animals) This book is a nonfiction expository text. Watch me as I look at it and think aloud about why it fits under the category, or genre of nonfiction expository. I’m going to show you how using the structure and understanding the purpose of these two books will help me understand them. Because…  When you read nonfiction, you almost have to sit up so you can pay close attention to what you are reading, because nonfiction expository texts teach us something new. Readers understand the difference between fiction and nonfiction by looking at the structure and purposes of the text.  (Teacher opens to pages 2 and 3.) So, I can see there are a lot of photographs on these two pages and they have words under them. (Read the captions) I can tell the author is trying to teach me something here and not tell me a story. If I read the first part of this book, it sounds like an “all about animals” book. Listen…(Read aloud page 2) See, it doesn’t introduce any characters or events. It is a series of facts about some animals that have clever ways of keeping themselves safe. It is a teaching book.  (Teacher continues flipping through the pages of the book so students can see.) See, all of these pages are full of explaining words and photographs of animals. I can tell that this book was written to teach me some facts about animals.  (Teacher holds up Big Bugs) Here is another expository nonfiction book. I chose this book to show you because the structure they used to write the book is very interesting. (Teacher flips through pages and stops on the page of the goliath beetle.) See this picture and the box to the right of it? This little box says, “Actual size.” That word actual means real. So, the book is set up in a way that makes it easy to learn about each of the animals and how they *actually* look in real life. When you read books that are expository nonfiction, it’s not just the words that teach you, but also the photographs. You really need to study them close because you can learn a lot from them.  (Turn to the page that shows the bulldog ant) Let me show you why it’s important to pay close attention to the photographs in nonfiction expository texts. (Teacher reads aloud the page) So this page talked about how the bulldog ant has powerful jaws. If you don’t know what that word means or you couldn’t visualize that in your mind, you could probably figure it out by studying the photograph. See right here (point to the jaws). This is the only part that looks powerful. |
| ***Active Involvement:***  (In advance, teacher places a variety of fiction and nonfiction titles at table groups.) Now it’s your turn to practice. In just a moment, I’m going to give you an opportunity to go back to your table group and sort the books that are on your table. You will find a variety of fiction and nonfiction titles. As you are sorting the books into a fiction pile and an expository nonfiction pile, discuss with your classmates why you are sorting them that way, and what you think the purpose of each of the books is. Is it to tell you a story or to teach you something?  Remember, “ fiction books tell us stories, whereas nonfiction expository texts teach us something new”. Readers understand the difference between fiction and nonfiction by looking at the structure and purposes of the text.  (Teacher provides 2-3 minutes for sorting activity.)  I heard all of you discussing the specific text structures that helped you decide if the books at your table were fiction or expository nonfiction. You also were telling each other if the book taught you something new or told you a story. You did a great job sorting the books by genre. |
| ***Link:***  So, today we learned about how the structure and purpose of expository nonfiction books are different than fictional books. We learned that when you read nonfiction, you almost have to sit up so you can pay close attention to what you are reading, because nonfiction expository texts always teach us something new. Readers understand the difference between fiction and nonfiction by looking at the structure and purposes of the text.  Today during independent reading time, you will fill your book bags with some expository nonfiction titles. I still want you reading some fiction books too during our reading workshop, but it is really important that you have mostly nonfiction in your bags for this unit of study. Find some nonfiction titles that look interesting. Maybe you want to learn about frogs, firemen or China. Look for expository nonfiction titles that will teach you something interesting and new. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

|  |
| --- |
| **Unit 4 Mini Lesson 2** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading: Expository texts |
| **Goal:** | Introducing Readers to Expository Nonfiction – Key ideas and Details |
| **Teaching point *(Kid language!)*:** | Readers rev up their minds for nonfiction by previewing the text features and saying, “This book is mostly about ….and then it will also tell…”  Los lectores se alistan para leer libros de no ficción estudiando las características del libro y diciendo, “Este libro se trata de…y también me dirá… |
| **Catchy Phrase:** | “This book is mostly about ….and then it will also tell…”  Este libro se trata de…y también me dirá… |
| **Text:** | We Need Insects by Anna Prokos |
| **Chart:** | Text features chart |
| **Standard:** | 3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.  3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Boys and girls, remember yesterday when we started our new unit on expository nonfiction books? We looked at a lot of books and decided whether they were fiction or expository nonfiction. We talked about the differences in structure and purpose between the two genres as well.  Today, we are going to learn about the specific text features that you will find in nonfiction expository texts. Not all of the books will have all of the features, but you will most likely find some of them in any nonfiction expository text you encounter. We will be creating a chart together today with the different text features that we find in the two books that I brought to share with you.  Readers rev up their minds for nonfiction by previewing the text features and saying, “This book is mostly about ….and then it will also tell…” |
| ***Teach:***  (As you are introducing each new text feature, add it to a chart called “Nonfiction Text Features”. You might decide to write the word and definition, and also include a sketch beside each feature to help them understand the meaning.)  (Teacher holds up the book We Need Insects) I brought a couple of nonfiction expository texts to share with you today. I chose them because they are both full of nonfiction text features. This first book is called We Need Insects. (Open to page 2) This is one nonfiction text feature. (Point to contents) It is called the contents page. Sometimes it is also called the table of contents. It helps us to read expository nonfiction because it sets us up knowing what the book will teach us. (Read the contents) Remember, readers rev up their minds for nonfiction by previewing the text features and saying, “This book is mostly about ….and then it will also tell…” Well, after previewing the table of contents, I think this book is mostly about insects and that it will also tell how they are helpful.  (Turn to pages 6 and 7. Point to the photographs, labels and captions.) Look at all of these photographs of flowers and plant foods. Photographs in expository nonfiction often have labels with or without arrows (point to the labels with arrows by the bumble bee and pollen) and the labels by the fruits and vegetables.) It is really important to read those labels because they tell us important information, what the photos are of. (Point to caption) See this. This is called a caption. It gives us further information about one or more photographs on the page. It says, “Insects spread the pollen that helps fruits and vegetables grow.” So, these photographs are the fruits and vegetables that the bees help to grow.  (Point to the heading at the top of page 6.) This is called the heading. It tells us what the section will be about. This one says “Insects help plants grow.” That tells me that this section will be about how insects help plants to grow. So, the photographs, the caption, the labels and the heading all go together.  (Turn to page 9 and point to the diagram of the praying mantis.) This is one type of diagram. There are many types of diagrams. A diagram explains information to us. This one explains how a praying mantis catches its food.  (Open the book Planets Around The Sun. Turn to the very last page with the )  (Turn to page 11 and point to the inset of the bee.) This is called an inset. Insets usually show us a close up of something, or one small part of something that goes with the bigger picture.  (Turn to page 18 and point to the table) This is called a table or chart. It is broken up into rows and columns and if you pay close attention to it, it will teach you something. Remember, readers rev up their minds for nonfiction by previewing the text features and saying, “This book is mostly about ….and then it will also tell…” Well, after previewing the table on this page, I think it is about products that come from insects, and it will also tell me which product came from which insect.  (Turn to page 23 and point to the title glossary.) This is called the glossary. It tells us the definition of important words from the book. Sometimes those words are bold-faced, or darker than the others. (Turn to page 23 and point to the word index.) This is called the index. We can use it to look for a specific word in the text. (Point to pest insects.) So this word says pest and then if I trace my finger over, it says 5, 9, 10, 11. That means that the word pest will be found on those pages. Let’s go check. (Turn to page 5.) Wow! Look, here it is, the word pests…AND it’s bold-faced! Remember, that means I can find the definition of that word in the glossary. (Flip back to glossary and read definition of pests.) Wow! Those text features sure helped me to understand this text better. |
| ***Active Involvement:***  (Students each bring one expository nonfiction title from their book bags to the carpet.) Now it’s your turn to practice. In just a moment, I’m going to give you an opportunity to look through your book that you brought to the carpet today to discuss some of the text features that we added to the chart today with your partner. Remember, not all nonfiction expository texts will have all of the features on this chart. You will probably find several of them though.  As you are looking through your book with your partner, remember to tell your partner what the feature is called and how it helps you to read and figure out what that section or the whole book is mostly about. Because, readers rev up their minds for nonfiction by previewing the text features and saying, “This book is mostly about ….and then it will also tell…”  (Teacher provides 2-3 minutes for partners to work together, while teacher observes and listens in.)  I heard all of you discussing the specific text features that you found in your book. Clarissa and Manuel found an inset in their books. That’s a nonfiction text feature that we don’t find all the time, so that was kind of cool!. |
| ***Link:***  Today we began studying expository nonfiction text features. We learned about how the text features that they have really set us up for reading those books. Expository nonfiction text features help us read the books we encounter, even when they are difficult. It is really important to pay close attention to those features, as they will really help you to understand what you are reading.  Today during independent reading time, be sure that you are revving up your mind for reading by previewing and thinking, how will this feature help me, and what will this section be about. Remember that not all nonfiction books will have all of the features, but they should have at least some. If they don’t, they’re probably not expository nonfiction. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

|  |
| --- |
| **Unit 4 Mini Lesson 3** |

|  |  |
| --- | --- |
| **Unit of Study:** | Unit 4 – Nonfiction Reading |
| **Goal:** | Introducing readers to expository nonfiction – key ideas and details |
| **Teaching point *(Kid language!)*:** | Readers hold on to what they read by summarizing chunks of text.  Los lectores captan lo que han leído al resumir partes del texto. |
| **Catchy Phrase:** | Read a chunk…summarize!  Lee una parte….¡resúmelo!  “What did I just read? ”  --¿Qué acabo de leer? |
| **Text:** | “We Need Insects!” (or another NF book with section headings). |
| **Chart(?):** |  |
| **Standard:** | 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *Yesterday we revved up our minds for reading nonfiction texts. We looked at the text features and saw just how much we can learn from them. Today we’re going to talk about what we do* ***while*** *we read the text. Readers take all of that information that they read and trap it in their brain so it doesn’t get away! They* hold on to what they read by summarizing chunks of text. To do this we need to stop after every chunk of text, or section and say “*What did I just read?”* |
| ***Teach:***  *Let me show you what I mean. Here’s the book about insects that we looked at yesterday. Let’s look at this section called “Insects help plants grow.” (reads the section aloud). OK, we want to hold on to this information so…****Read a chunk and summarize!*** *Hmmm.* ***What did I just read?*** *Well, it talks about how some insects fly from flower to flower and this thing called pollen sticks to their bodies. Then, they spread the pollen to other flowers when they land on them. This helps the plants make new seeds that grow into new plants. Hey, look! That’s like what the heading says! “Insects Help Plants Grow.” See how the section headings help us summarize a chunk of text?*  *What happens when the section is pretty long, or when there aren’t any headings at all? We can make our chunk of text be a page or two and then summarize at the end of that. So let’s look at this section called “Good Insects, Good Eaters.” It’s long! 5 pages! So, I’m going to summarize this chunk after just the first 2 pages of this section.*  *(Teacher reads two pages).*  *OK,* ***Read a chunk and summarize! What did I just read?*** *Well, some insects, like ladybugs, are helpful to people who grow plants, like farmers. They eat other bugs that can destroy plants. That means farmers don’t have to use harmful chemicals to kill these bad bugs, called pests, because the helpful insects already ate them.* |
| ***Active Involvement:***  *Now it’s your turn to practice this. I’m going to read a chunk of text and you are going to summarize it. (Teacher reads the section called “Insects Help the Soil”). We want to hold on to this information in our brains. What do we say?...****Read a chunk and summarize! What did I just read?*** *(kids say it chorally). Remember, that heading helps us with our summary! Partner A, turn to partner B and summarize that chunk of text. (Partner A summarizes). Now, partner B, tell partner A your summary. Anything else you want to add?*  *OK, that was great. I heard \_\_\_\_\_\_\_\_\_\_\_\_ say…(teacher shares good summaries that she heard).*  *Let’s try one more. (Teacher reads section called “Insects are Food”). What do we say?....* ***Read a chunk and summarize! What did I just read?*** *(kids say it chorally). This time, partner B, turn to partner A and summarize that chunk of text. (Partner B summarizes). Now, partner A, tell partner B your summary. Anything else you want to add?*  *OK, that was great. I heard \_\_\_\_\_\_\_\_\_\_\_\_ say…(teacher shares good summaries that she heard).* |
| ***Link:*** *So, now that you are all reading nonfiction books, you can use this strategy as you read! Every time you read a chunk of text, make sure to hold on to that information by summarizing. What do we say? ....* ***Read a chunk and summarize! What did I just read?*** *(kids say it chorally). In fact, I still do this whenever I read nonfiction text. It’s another tool to put in your toolkit! Use it today and EVERY day from now on!!!* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  *Teacher chooses a student or two who does a good job reading a chunk and summarizing. Student shares what they did during reader’s workshop.* |

|  |
| --- |
| **Unit 4 Mini Lesson 4** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading Expository Texts |
| **Goal:** | Introducing readers to expository nonfiction-Key Ideas and Details |
| **Teaching point:** | Readers revise their thinking by adding new learning to what they’ve already learned.  Los lectores corrigen su pensamiento al añadir nuevo aprendizaje a lo que ya han aprendido. |
| **Catchy Phrase** | Oh! I need to change my thinking!/O no! Tengo que cambiar mi pensamiento! |
| **Text:** | Mini Lesson 3 text |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, .referring explicitly to the text as the basis for the answers. |

|  |
| --- |
| **Mini- Lesson:** (7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we spent time learning how to summarize chunks of text. When we were summarizing chunks of text we were looking for the main ideas and putting them together to understand what the text was about. You did a great job summarizing chunks of text and showing that you understood what you were reading. Sometimes, though, when we are reading even nonfiction books we come across information that makes us change our thinking. All of a sudden we learn new facts and we realize that we might need to change what we had thought before. When that happens we say, “Oh! I need to change my thinking!” |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  ***(Teacher refers back to previous day’s text)*** Yesterday I was using the headings and features of this book on pages \_\_\_ and \_\_\_ to help me summarize chunks of information on these pages. After I summarized these chunks of text I thought the book was going to be about whales, but when I kept reading on I realized I was wrong about the main idea. Oh! I need to change my thinking! This part is actually about how fishermen are a danger to whales in the Arctic, not just about where whales live. Readers did you see what just happened? Yesterday I summarized pages \_\_\_ and \_\_\_ and thought this book was about where whales live, but when I read on I realized that this part of the book is actually about how fisherman are a danger to whales. I had to change my thinking! |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Readers, now it is going to be your turn to practice how to change your thinking when we read new information. Person A can read the summary (Point back to chart/text being used) and Person B can share how their thinking changed based on what was read. If Person B changes their mind about their thinking, they need to say, “Oh! I need to change my thinking!” Once you have finished and if there is time, then you can switch roles (teacher roams room to listen in and support as needed).  Readers I just heard Maria and Jose share how their thinking changed after reading the new information. I heard Maria read the summary and then I heard Jose say, “Oh! I have to change my thinking!” when he came across new information. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  So readers, for today and every day, when you are reading a nonfiction text you need to remember that your thinking might change as you read on in your book. When this happens you need to stop and say, “Oh! I need to change my thinking!”, and add new learning to what you already have learned. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 4 Mini Lesson 5** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading Expository |
| **Goal:** | Introducing Readers to Expository Nonfiction-Key Ideas and Details |
| **Teaching point:** | Readers organize or categorize new information by creating a boxes and bullets outline that matches the text.  Los lectores organizan o categorizan nueva información construyendo un organizador de cuadrosy puntos que reflejan el texto. |
| **Catchy Phrase** | Write your details under your main idea box!/Escribetus detalles debajo del cuadro de la idea principal! |
| **Text:** | Amazing Whales by Sarah L. Thomson or other |
| **Standard** | 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Yesterday we learned that readers sometimes have to change their thinking when they learn new information in their reading. We practiced saying, “Oh! I need to change my thinking!” when we found new information.  But I’ve been thinking that I’m learning so many new ideas and getting a lot of new information. I’m wondering how I can keep all of this organized so that I don’t lose my learning? I suppose I could write all the information in my notebook, but I would still have to read everything to know what I learned. Is all this information important? Maybe I need to ask myself, “What is the one big thing this text is teaching me? How do all the other details connect to this one thing the text is teaching me?  One thing good readers do to organize their thinking is to put their learning into what is called a box and bullets points. In the box we put the one big thing that the text is teaching me. The bullet points are all the other details that connect to this one big thing the text is teaching me. Readers put details under the main idea box! |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Readers, let me show you a way to organize your big idea and details in a text by using a main idea box . (Teacher shows students the text of pages 2 and 3 on chart paper) Readers listen to me as I read this information about blue whales. As I read, I am going to ask myself what is the one big thing that this text is teaching me and how do the other details connect with this. After I’m done I am going to show you how I use this graphic organizer (teacher points to the organizer of box) to organize my learning about blue whales. I will put my details under the main idea box!  (Teacher reads prepared text aloud) Hmm…I’m thinking the one big thing this text is showing me in these two pages is that the blue whale is the biggest animal that has ever lived on earth. I’m going to put this in the box as the big idea the text is teaching me (teacher writes this in the box). Now I need to go back to the text and see what details connect with this one big thing the text is showing me so I can put them under the main idea box. Okay, now I’m going to go back and find this information (Teacher reads the first sentence aloud). Wow, this sentence tells me that the blue whale is as long as a basketball court. This explains why the blue whale is the biggest animal. I am going to write this detail under the main idea box because it is connected to this big idea the text is teaching; that the blue whale is the biggest animal. Basketball courts are pretty long! Imagine, a whale that is as long as a basketball court! This is my first bullet point (Teacher models drawing in the big circle bullet and writing the detail under the box). |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Readers, now it is your turn to finish this work and put details under the main idea box. I’m going to ask you to work with a partner. Both of you are going to go back to the text and decide what other details support that the blue whale is the biggest animal on earth. You are going to write your details below the one I just identified on this graphic organizer (teacher shows handout of graphic organizer to students). Work with your partner, read the text and decide what information connects back to the idea that the blue whale is the biggest animal on earth. Once you find that information, write it under the main idea box like I did. Keep working until you find as many as you can (teacher roams around to check in on students).  (After 2 minutes of work, teacher calls students back and asks them to share out) What details did you and your partner find that supported the main idea that the blue whale is the biggest animal on the earth? (students share out) |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Readers remember that when you are organizing your new learning you can use the box and bullet points organizer. For today and every day I want you remember to put your details under the main idea box. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  **Graphic organizer of a box with white space underneath with bullets (for individual practice)**  **Prepared graphic organizer partially filled in with main idea and detail from teaching point (partner practice in active engagement)**  **Prepared text chart for student reference** |

|  |
| --- |
| **Unit 4 Mini Lesson 6** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading Expository Texts |
| **Goal:** | Introducing Readers to Expository Nonfiction-Key Ideas and Details |
| **Teaching point:** | Readers find the main idea by looking for “pop-out” sentences (topic, or main idea sentence)  Los lectores encuentran la idea principal al buscar las oraciones que sobresaltan. |
| **Catchy Phrase** | Pop! This part teaches me…/ ¡Aja! Esta parte me ensena… |
| **Text:** | Amazing Whales by Sarah L. Thomson (page 10) |
| **Standard** | 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Readers yesterday we learned that when you are organizing your new learning you can use the box and bullet points organizer. This helps you keep track of your learning. We practiced finding the big idea in what we were reading and the details that connected to the big idea. We practiced using the box and bullet points to organizer our learning about the blue whale. I noticed that all of you were doing a great job using the main idea box and bullet points to organize your learning. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Sometimes when I’m reading a lot of new information it can be hard to find the big idea. When a section has many details it is harder for me to identify to main idea of the text. Sometimes though, I can find the main idea if I look for the pop out sentence in the section. The pop out sentence tells me what the section is about; Pop! It tells me the main idea.  This pop out sentence that gives us the main idea is often the first or last sentence of a paragraph, but not always. I’m going to look at this page (page 10)from our book Amazing Whales. I am going to read it aloud and then I am going to ask myself where the pop out sentence is that tells me what this page is about. Is it at the beginning of the page? Is it at the end of the page? Once I find my pop! out sentence I am going to keep reading sentence by sentence to see how what I’m reading supports the pop! out sentence (teacher reads this page aloud). Hmmm… the pop out sentence might be at the beginning of this page-a whale uses its blowholes to breathe. If this is the pop out sentence that means that all the information on this page will support my pop out sentence. If everything fits together, then I can say, “Pop! This part teaches me…” (teacher reads the first two sentences asking self aloud if it supports the pop out sentence).  I’m going to go back to my main idea box and bullet points graphic organizer. My pop out sentence is my main idea so I’ll write here that a whale uses it blowholes to breathe (teacher points to the box on graphic organizer). As I read on I’ll need to decide if my new information is connected to this pop out sentence by asking myself, “How does this fit with what I’ve read so far?”. If all the details connect back to the pop out sentence in my box, then I can say, “Pop! This part teaches me that a whale uses its blowholes to breathe.”  Now I’m going to read the next sentence on this page to see if this connects back to the pop out sentence (teacher reads the next sentence out aloud). It says, “It can have one blow horn or two.” Does this fit in? Yes! This connects to my pop out sentence. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  *Readers now it is your turn to see if the new information you read on this page connects back to the pop out sentence. If it does, it means that it connects with the pop out sentence and the bullet point I wrote. Work with your elbow partner to read the next sentence. Ask yourselves, “Does this fit with what I’ve read so far?” If you decide it does fit in, then you can write it in as a bullet point under the main idea box (teacher checks in with various groups).*  *(Teacher calls group back together and selects two partner pairs to share 1 bullet point each and list them on the graphic organizer.) Readers do these bullet points connect back to our pop out sentence in our main idea box: A whale uses its blowholes to breathe? Yes, they do! This means we can, “Pop! This section teaches us that whales use blowholes to breathe.”*  *This time our pop out sentence was at the beginning of the page. Don’t forget, sometimes you might find it at the end of the section you are reading or somewhere in the middle.* |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Readers as you read today and from now on, look for the pop out sentence that tells you what the text section is about. Once you find the pop out sentence, put it in your main idea box and remember to look for those bullet points that connect back to the main idea. If everything connects back to the pop out sentence, then you can say, “Pop! This section teaches me…”. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  **Amazing Whales! By Sarah L. Thomson**  **Chart of the Box and Bullets Graphic organizer**  **Partially filled out chart of the Box and Bullets Graphic organizer of page 10** |

|  |
| --- |
| **Unit 4 lesson 7** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading |
| **Goal:** | Introducing Readers to Expository Nonfiction – Key ideas and Details |
| **Teaching point:** | Readers notice when the text transitions into a new subtopic by saying, “Oh, this is about a new subtopic.”  **Los lectores se dan cuenta cuando el texto cambia a un tema secundario diciendo: O, esto se trata de un tema nuevo.** |
| **Catchy Phrase** | Oh, this is about a new subtopic  **O, esto se trata de un tema nuevo!** |
| **Text:** | Amazing Science Lighting and other wonders of the Sky by Q.L. Pearce  Page 23 and 31 |
| **Chart:** | **See below** |
| **Standard** | 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Ok, Class, we have learning a lot interesting things through our nonfiction texts.  We have been learning how to hold on to key ideas and details in our texts. We have looked for the main idea by saying “This book is mostly about…” We have summarized chunks of texts to hold on to what we have been reading.  Another, thing good nonfiction readers do is think about their reading as they read. They are cautious to when their books begin to teach on a new subtopic.  *Well today we are going to learning to notice when the text transitions into a new subtopic. Because, good nonfiction readers* notice when the text transitions into a new subtopic by saying, “Oh, this is about a new subtopic” |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Watch me as I read a piece of nonfiction text and think aloud about the main ideas of the text. I am going to be VERY cautious and watch for when my text begins to teach a new subtopic.  (Read page 23 of Amazing Science Lighting and other wonders of the Sky by Q.L. Pearce. As you read aloud Think Aloud about the Topic of the text “this paragraph was about…” As you keep reading you will say, “Oh this is about a new sub topic”  Page 23: Hail. Oh, This page is titled “hail” This whole page will be about hail. Hail is the topic.(Optional- Teacher writes the word hail on chart paper like the chart below) (teacher reads first paragraph)  (After reading the paragraph), This paragraph was about how and why hail forms, that is the subtopic. Subtopic is smaller idea of the big or main idea. (write on chart)  (Teacher reads first sentence of the second paragraph.) “Oh, this is still about how hail forms. The subtopic is the same”( continue to read)  Teacher reads first sentence of third paragraph, “Oh, this is about a new sub topic. It has something to do with hail, but not how it’s formed. Let’s read on to find out more.”(teacher reads on)  (After reading to the end of the third paragraph), “The new subtopic in this paragraph was the damage hail causes. (chart) Did you notice how the text changed into a new subtopic?”  *Remember, good nonfiction readers* notice when the text transitions into a new subtopic by saying, “Oh, this is about a new subtopic” |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Now it’s your turn to practice being cautious when reading a piece of nonfiction text. I will read aloud a nonfiction text. When you notice a new subtopic, you will turn and tell your partner. “oh, this is about a new sub topic.”  (Teacher reads the title of the text “Tornado Alley”) Turn and tell your partner what you think the main topic will be.  Great! I heard \_\_\_\_\_\_ say “Tornado Alley” is the main topic. (if you think the students need the scaffolding, teacher may create a chart like the one used in the Teach)  (teacher reads first paragraph)  (After reading the paragraph) turn and tell your partner what the subtopic of this paragraph was.  Great! I heard \_\_\_\_\_ say the subtopic was where tornado alley is. Let’s read on.  (Teacher reads second paragraph)  (After reading the paragraph) Turn and tell your partner if the subtopic was the same or if it changed. If it changed, remember to say “oh, this is about a new sub topic.”  Great! I heard \_\_\_\_\_ say Oh this is about a new sub topic. The new subtopic was how tornados form. Let’s read on.  (After reading third paragraph) Turn and tell your partner if the subtopic was the same or if it changed. If it changed, remember to say “oh, this is about a new sub topic.”  Great! I heard \_\_\_\_\_ say Oh this is about a new sub topic. The new subtopic was about the destruction tornados cause.  Great job! *Remember, good nonfiction readers* notice when the text transitions into a new subtopic by saying, “Oh, this is about a new subtopic” |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Today and every day, when you are reading nonfiction, remember that good nonfiction readers think about their reading as they read. They are cautious to notice when their books begin to teach on a new subtopic because some texts change subtopics. Shorter text don’t change subtopic.  So *remember, good nonfiction readers* notice when the text transitions into a new subtopic by saying, “Oh, this is about a new subtopic”  Great! Off you go! |
| **Mid-Workshop Teaching Point:**  *Remember, good nonfiction readers* notice when the text transitions into a new subtopic by saying, “Oh, this is about a new subtopic” |
| **Share:**  Boys, and girls come over to the carpet with one of your books. Did anyone notice if their books changed subtopic? R*emember, good nonfiction readers* notice when the text transitions into a new subtopic by saying, “Oh, this is about a new subtopic”  (Students share and teacher takes notes) |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 4 lesson 8** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading |
| **Goal:** | Introducing Readers to Expository Nonfiction – Key ideas and Details |
| **Teaching point:** | Readers teach others about what they’ve learned by using an explaining voice, gestures and notes they have prepared.  Los lectores de no ficcion ensenan a otros sobre su tema preparando notas e utilizando una voz informativa y gestos. |
| **Catchy Phrase** |  |
| **Text:** | (familiar text) It’s a Mammal! By Sharon Stewart |
| **Chart:** | See Below |
| **Standard** | 3.SL.1 a. Come to discussions prepared. having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  3.RF.4  b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  *When we read our fiction texts we learned to use expression to better understand what we read.*  *We read nonfiction different than fiction. When we read fiction we use a story voice, we change our voice to match the characters. When we read nonfiction we use an explaining voice. We use our voice to pop out important information. We also use a questioning, surprised, hushed, dramatic voice and dramatic pauses to convey the meaning.*  *Today I want to teach you that nonfiction readers need regular opportunities to synthesize their learning by teaching someone else. When we teach someone else we need to use an explaining voice. It also helps to use gestures and notes.*  *Because,g*ood nonfiction readers teach others about what they’ve learned by preparing notes and using an explaining voice, and gestures. |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  Watch me as I read a piece of nonfiction text and think aloud about the main ideas of the text. I am going to jot some quick notes to help me share.  (Teacher reads using an explaining voice. As you read jot down notes on a chart paper)  (Read heading on page 4 of It’s a Mammal! By Sharon Stewart) I see the heading says “What is a Mammal?” This is the main topic. I’m going to jot it down on my “post it note” (Chart paper) (see below)  (Teacher keeps reading page 4) What are the details that support my topic? Let’s see mammals drink mother’s milk, mammals have fur or hair, their body temperature is not dependant on the outside temperature, they have a skeleton that holds them together.  Did you see how I only jotted a few things down to help me teach about mammals?  Alright! Now that I have my notes I am going to use an explaining voice to teach about mammals.  (Teacher uses notes to teach about the topic. Make sure to use an explaining voice and gestures)  *Remember, g*ood nonfiction readers teach others about what they’ve learned by preparing notes and using an explaining voice, and gestures. |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Now it’s your turn to practice teaching others about mammals. I will read a page titled “Keeping Warm”. Then I will jot some notes.  (Read heading on page 8 of It’s a Mammal! By Sharon Stewart) I see the heading says “Keeping Warm” This is a subtopic. I’m going to jot it down on my “post it note” (Chart paper) (see below)  (Teacher keeps reading page 8) What are the details that support my subtopic? Let’s see some mammals have furry coats, some have 2 coats. Some mammals have blubber, which is a layer of fat.  Did you see how I only jotted a few things down to help me teach about mammals keeping warm?  Alright! Now that we have our notes we are going to use an explaining voice to teach about mammals keeping warm  Partner A using your BEST explaining voice and gestures, teach your partner about mammals keeping warm  Good! I heard great explaining voices and saw nice gestures.  Now, partner B it’s your turn to use your BEST explaining voice and gestures, teach your partner about mammals keeping warm.  Good! I heard great explaining voices and saw nice gestures.  *Remember, g*ood nonfiction readers teach others about what they’ve learned by preparing notes and using an explaining voice, and gestures. |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Today and every day, when you are reading remember to jot down notes to teach your partner the most important information about what you are reading. As you share your notes remember to use your best explaining voice and gestures.  *Remember, g*ood nonfiction readers teach others about what they’ve learned by preparing notes and using an explaining voice, and gestures.  Great! Off you go! |
| **Mid-Workshop Teaching Point:**  *Remember, g*ood nonfiction readers teach others about what they’ve learned by preparing notes and using an explaining voice, and gestures. |
| **Share:**  *Remember, g*ood nonfiction readers teach others about what they’ve learned by preparing notes and using an explaining voice, and gestures. Sit next to your partner and teach them about what you are reading. (If you see a couple of partnerships use an explaining voice and gestures ask them to share to the whole class) |
| **Notes:** |
| **Materials**: |

|  |
| --- |
| **Unit 4 lesson 9** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading |
| **Goal:** | Responding to the Text with Reactions and Questions, and Reading on to Draw Conclusions |
| **Teaching point:** | Readers change and grow their own ideas about the text by taking about them.  Los lectores cambian y crean sus propias ideas sobre el texto hablando sobre el. |
| **Catchy Phrase** | Grow your own ideas about the text!  Crea tu propia idea sobre el texto! |
| **Text:** | (familiar text) It’s a Mammal! By Sharon Stewart |
| **Chart:** | See Below |
| **Standard** | 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.SL. 4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. |

|  |
| --- |
| **Mini- Lesson: (**7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  *We have been learning many strategies to help us better understand our nonfiction texts. We have learned how to take quick notes to teach others about what we are learning.*  *Well today we’re going to keep working with our partners. We will first think about the big ideas in our text. Then we will use conversational prompts to further our understanding. Conversational prompts are words or questions we use think and talk about what we are reading. Conversational prompts help us grow our own ideas about what we are reading.* |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry(5-6 minutes)*  *Readers, yesterday we read some nonfiction text about baby mammals and jotted some quick notes to help us teach the topic to someone else. Today we are going to keep our topic of baby mammals. We’ll first think about our big ideas in our text and then we will use conversational prompts to help us think and talk about what we are reading. That will help us grow our own ideas about the text.*  *Here is a list of conversational prompts we can use to help us grow ideas about what we are reading. (teacher reads through conversational prompts)*  *Watch me as I use one of these conversational prompts to grow my own ideas about baby mammals.*  *(teacher reads page 6, Baby Mammals from* It’s a Mammal! By Sharon Stewart)  Hmm... I’m going to pick one of these conversational prompts to help me grow my own ideas about baby mammals.  *You know, I used to think that all animals needed their mother’s milk to live. But now, I’m understanding that reptiles such as snakes and turtles cannot make milk. I didn’t know that before!*  *I used this conversational prompt to grow my ideas about baby mammals. Wow!* |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  *Now it’s your turn to use a conversational prompt to help you grow your own ideas about baby mammals.*  *Partner A will read a sentence from the text. Partner B will pick a conversational prompt to grow his own ideas about that sentence.*  *After that, you can switch roles.*  *Great! I heard \_\_\_\_\_\_\_\_\_ reading a sentence about baby mammals and I heard \_\_\_\_\_\_\_say This makes me realize…*  *You used a conversational prompt to grow your own ideas about baby mammals.* |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  ***Today and every day, whenever you read nonfiction text you can use a conversational prompt to help you think and talk about text and help you grow your own ideas about a text.*** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**:  It’s a mammal, by Sharon Steward  Conversational Prompt Chart (Below) |
| **Unit 4 Mini Lesson 10** | | |

|  |  |
| --- | --- |
| **Unit of Study** | Unit 4 – Nonfiction Reading |
| **Goal:** | Responding to the text with reactions and questions, and reading on to draw conclusions |
| **Teaching point *(Kid language!)*:** | Readers prepare for future conversations by reading with the future conversation in mind.  Los lectores se preparan para su conversación de lectura al leer con su conversación en mente. |
| **Catchy Phrase:** | ”I’m going to talk about this in my conversation!”  --¡Yo voy a hablar sobre esto! |
| **Text:** | “It’s a Mammal!” |
| **Chart(?):** | List of conversation prompts from lesson ML 9. Page 76. Big “post-it note” paper to jot notes on. |
| **Standard:** | 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics* *and texts*,building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *Yesterday we talked about having conversations with partners about our nonfiction books. We learned that we can use all of these sentence starters (refers to the prompt list) to grow ideas to talk about our books with our partners. These conversations help us think more deeply about our books and answer questions that come to us while we read. And today, I’m going to show you how to prepare for these conversations ahead of time, while you read, because* **Readers prepare for conversations by reading with our future conversation in mind.** To do this we jot notes of questions and other ideas that we want to talk about later in our conversations. We say…. **”I’m going to talk about this in my conversation!”** and we jot it down on a sticky note so we don’t forget. |
| ***Teach:***  *Let me show you what I mean. Here’s the book we’ve been reading about mammals. This section is about keeping warm. (Teacher reads p. 9). Here it says that some mammals keep warm by hibernating during the cold winter. It says that most mammals don’t eat while they hibernate.*  *Let’s look at our list of conversation prompts. (Motions to prompt chart). This makes me think about bears because they hibernate too. Does this mean that bears don’t eat while they hibernate either?* ***I’m going to talk about this in my conversation!***  *So now I need to jot it down so I don’t forget. (Teacher goes to the paper representing the “big post-it note”). I’m going to write this down for my conversation later. (Teacher writes “Bears hibernate too. They don’t eat while they hibernate either”).*  *So later, when I have a conversation with my partner,*  I will look at my note and use the conversation prompt chart to help me remember what to say. (Teacher calls up a student and pretends to be in a conversation about this book. Refers to note and conversation prompt chart). Diana, I grew an idea from this book. This part makes me think about bears because they hibernate too. This must mean that bears don’t eat while they hibernate either.  Did you see how I prepared for my conversation by keeping in mind the conversation that I was going to have with Diana, while I read? I used the conversation prompt chart and I said **I’m going to talk about this in my conversation!** And then I wrote it down so I wouldn’t forget. |
| ***Active Involvement:***  *Let’s try it again but this time it’s your turn to practice too. This section talks about where mammals live. (Teacher reads p. 10). It says that camels live in the desert where there isn’t much food or water. They get information from a fatty substance inside their humps. Cool! (motions to prompt chart). That gives me an idea. I’m going to look at my conversation prompts. “I used to think that camels stored water in their humps but now I understand that it’s really some fatty stuff that gives them energy when they can’t find food.* ***I’m going to talk about this in my conversation!*** *So now I need to write it down so I don’t forget.*  *Now I need you guys to help me with this. Get out your imaginary post-it note and help me write this down (students hold up their hands and pretend to write with their fingers). Let’s look at the list of prompts and pretend to write this down on our post-it notes. (Teacher writes on a big “post-it note” while students pretend to do the same with their fingers: “ Camels have fat in their humps to give them energy. It’s not water.”*  *Now turn to your partner and pretend you are in a conversation about this book. Use our post-it note and the conversation prompt chart to tell your partner about your idea. Partner A you go first. (Partner A uses the “I used to think…” but now I understand…” prompt). Now, partner B, it’s your turn. (Partner B repeats what partner A did).*  *OK, that was great. I heard \_\_\_\_\_\_\_\_\_\_\_\_ say…(teacher shares good ideas that she heard, using the prompt chart).* |
| ***Link:***  *So, today and every day, as you read, prepare for your partner conversations by reading with your conversation in mind. Use the conversation prompt chart to grow a new idea and say* ***I’m going to talk about this in my conversation!***  *Then jot down your notes so you remember when you have your partner conversation.* |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:***  *Teacher chooses a student who does a good job growing an idea, jotting it down and using it in his/her conversation. Student shares what they did during reader’s workshop.* |

|  |
| --- |
| **Unit 4 Mini Lesson 11** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading |
| **Goal:** | Learning New Vocabulary And Speaking Like An Expert |
| **Teaching point *(Kid language!)*:** | Readers figure out difficult words by using strategies they know.  Los lectores averiguan el significado de las palabras difíciles usando las estrategias que ya conocen. |
| **Catchy Phrase:** |  |
| **Text:** | It’s a Mammal by Sharon Stewart, Under Attack -First Explorers |
| **Chart(?):** | Any charts on word solving you may have used with students previously. |
| **Standard:** | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.  3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Boys and girls we have been really getting to know what nonfiction books are like. We have been looking at text features and finding the main idea. We’ve even been reading in an explaining voice just like on the Discovery Channel!  As we’ve been reading though, we have encountered some really tricky words. Words that are specific to our topic and that are new to us. Readers need to remember to use all the strategies they have learned for solving tricky words in fiction when they are reading nonfiction. |
| ***Teach:***  This is how it works! Remember how we used strategies that helped us with tricky words in our fiction books? Like using the picture or using the sentence the word is in, or the sentences around it to help us figure out the tricky word. I’m going to show you how I can do it with a nonfiction book too!  Look at this book, called Under Attack (pg 13). It says “Knights wore metal armor for protection.” Hmmm, metal armor, I think armor is what he is wearing. I can see from the picture that he has a uniform made out of metal. I can use the picture to help me understand what the words mean.  We can also look right at the word, we can look for a part of it we know. We can look for a beginning, an ending or even a smaller word inside the bigger word. In this book, It’s a Mammal by Sharon Stewart, it says, “Animals that may become extinct are called **\_\_\_\_\_\_\_\_\_\_\_**animals.” Look at this word (endangered). I’m looking for a part I may know. I see a word I know in the middle. I see the word “danger”, now I can use what I know in the middle to read through the word, en/danger/ed. Oh! Endangered! I’ve heard that before but I’ve never read it! Did you see how I was able to use a strategy I already knew! So awesome.  Here is a strategy we already know, but it works a little differently in nonfiction. Remember how we can use the sentence or the sentence around the word to help us? What’s great about nonfiction is that sometimes you read a tricky word and then next in the sentence or in the next sentence it tells you exactly what it means! Let me show you what this looks like.  On this same page it says “some animals may soon become extinct. This means that all of that kind of animal die out.” Did you see that? Did you see how in this nonfiction book it told me right there what extinct meant! Nonfiction readers can use this strategy to solve tricky words!  Did you see how I was able to use strategies I already knew from fiction reading? I also shared one we know that looks a little different in nonfiction.  Nonfiction readers use strategies they know to help solve tricky words. |
| ***Active Involvement:***  Now it’s your turn to try it. Sometimes when we are practicing we already know what the word means, but we pretend it’s a tricky word to practice the strategy. Here on page 4 of It’s a Mammal , I’m going to have you read in your heads starting right here (point to line 4 starting “They are also warmblooded.” Ending on “temperature outside.”) were going to pretend that there is a tricky word here. (point to warmblooded). Now, think about what strategy you could use here. Talk with your partner and share what you would do.  I heard \_\_\_\_\_\_\_\_\_\_ tell their partner they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Great! (used parts in the word to help them solve.)  I heard \_\_\_\_\_\_\_\_\_\_\_ tell their partner they used the new strategy! They read the next sentence and it told them what warmblooded meant!  Nonfiction readers use strategies they know to help solve tricky words. |
| ***Link:***  Today and everyday when you are reading fiction or nonfiction remember you can use strategies you know to help you solve tricky words. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

|  |
| --- |
| **Unit 4 Mini Lesson 12** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading |
| **Goal:** | Learning New Vocabulary And Speaking Like An Expert |
| **Teaching point *(Kid language!)*:** | Readers pay special attention to technical words by using text features to define them.  Los lectores ponen mucha atención a las palabras técnicas usando las características del texto para entenderlas. |
| **Catchy Phrase:** |  |
| **Text:** | It’s a Mammal Sharon Stewart |
| **Chart(?):** | Text Features chart (3.RML.4-2) |
| **Standard:** | 3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.   1. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.   3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.  3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  For this lesson, you will need 1 book with a glossary for every partner pair for the active involvement. |
| ***Connection:***  Yesterday we encountered some really tricky words. Words that were specific to our topic and that were new to us. We remembered to use the strategies we learned for solving tricky words in fiction and learned a new strategy for nonfiction books.  Headings, sub headings, table of contents, index, bold and italicized words are some of the text features we have been using. Today we are going to look more closely at the glossary and how it can help us understand what tricky words mean. |
| ***Teach:***  As we read along we may come across a word that has been bolded or italicized. We know that this means these words are important. It also means that we can find these words in a special place called a glossary. A glossary is a very important page that tells us what the most important or bold and italicized words mean. A glossary is usually at the end of the book, but sometimes the words are defined right there on the same page off to the side. (use a book if you can find this example)  As I was reading along in It’s a Mammal on page 17, I read this “Bats can see, but some also use echolocation to fly and hunt.” Wow! Echolocation! What is that? It’s bold so I know I can search the glossary. I remember that I can find the glossary in the back of the book! (turn to the glossary) the words are organized by alphabetical order so I can look for my word by searching for the first letter. There it is! Echolocation means “using echoes to locate objects”.  (if you have found a book with definitions in the margins use this as an example too.)  Did you see how easy it was to find our words in the back? Most nonfiction books have glossaries! They can really come in handy when you come across a tricky word. |
| ***Active Involvement:***  Now it’s your turn to try it out. I will give each partner pair a book. I want you and your partner to open your books and see if you can find the glossary. (Give out books, give about 30 sec for each pair to find the glossary.) Give me a thumbs up if you find one. Great! I see you all have glossaries in your books.  Now, flip through your book and search for bold or italicized words. If you find one, flip back to your glossary and read the definition of what it means.  Great job everyone! Most nonfiction books have glossaries! They can really come in handy when you come across a tricky word. |
| ***Link:***  So today and everyday when you are reading nonfiction books with tricky bold or italicized words, remember to use the glossary! Good readers use glossaries to help them figure out tricky words. |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

|  |
| --- |
| **Unit 4 Mini Lesson 13** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading |
| **Goal:** | Reading a nonfiction text set critically and analytically |
| **Teaching point *(Kid language!)*:** | Readers synthesize information about a topic by looking for similarities and differences across texts  Los lectores sintetizan la información de un tema buscando lo que es igual y lo que es diferente en varios textos. |
| **Catchy Phrase:** |  |
| **Text:** | We Need Insects by Anna Prokos and Big Bugs Seymour Simon |
| **Chart(?):** |  |
| **Standard:** | 3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.  3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we learned more about glossaries and how they can help us understand the tricky words we encounter when we read nonfiction books. We are going to continue reading our nonfiction books today, but instead of looking at specific text features, you’re going to choose a topic that will become your area of expertise.  You will gather and preview a bunch of nonfiction books on the same topic. You will choose the information that you would like to share in our end-of-unit celebration from these texts. One way you might do this is to look for places in texts where the information is the same or similar. You can also notice places where texts give information that is different. |
| ***Teach:***  I have two books with me today about insects. One is called We Need Insects and the other one is called Big Bugs. I am going to look through these books to find places where the information is the same and places where it may be different. When I look at all this information I can get a better understanding about my topic. Watch me as I do it.  When we are talking about things that are similar, we can say things like “One thing that’s the same between (book 1) and (book 2) or about (topic) is \_\_\_\_\_\_\_\_”. Let me show you.  (Flip through Big Bugs to praying mantis page). I notice hear that it says that the praying mantis waits quietly for insects to pass by and then catches it to eat. (Flips through We Need Insects). I notice here that it show the praying mantis sitting and says it pounces and catches the fly. In both books I learned that the praying mantis waits and then pounces to catch its food. So I can say, “One thing that’s the same between Big Bugs and We Need Insects is that the praying mantis waits quietly for insects to pass by before pouncing on it and eating it.”  When we are talking about things that are different, we can say things like “In this book I learned\_\_\_\_\_, but in this book it says\_\_\_\_\_\_\_\_\_\_”. (Teacher flips through We Need Insects and notices pg 8 with lady bug and 12 with assassin bug and 13 with beetle).  I see this book has lots of different kids of beetles. There is a lady bug that is helpful because it eats pests. The assassin bug is another kind of beetle and it eats all different kinds of insects. Another beetle helps things decompose. (Teacher flips through Big Bugs to the goliath beetle pg ?.) I see in this book there is a goliath beetle that can break through glass windows!  Both books give us information about beetles. I was able to see that beetles are all different sizes. Lady bugs are small, but it says the goliath beetle is the size of an apple! So I can say “In We Need Insects, I learned that lady bugs eat aphids and are small, but in Big Bugs it says the goliath beetle is the size of an apple!” |
| ***Active Involvement:***  I’m going to show you (use doc camera or have text enlarged) two pages about flies, from these books. Read them with your partner and see if you can find places where the information is the same and different.  Wow, I heard \_\_\_\_ and \_\_\_\_ say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(same).  And I heard \_\_\_\_ and \_\_\_\_ say \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(different).  Great job boys and girls! When we are reading multiple nonfiction books about the same topic, we can find places where the information is similar and different. |
| ***Link:***  So today and everyday when you are reading nonfiction books about the same topic, remember to look for places where the information is the same and different! |
| ***Mid-Workshop Teaching Point:*** |
| ***Share:*** |

|  |
| --- |
| **Unit 4 Mini Lesson 14** |

|  |  |
| --- | --- |
| **Unit of Study:** | **Nonfiction Reading: Expository Texts** |
| **Goal:** | **Reading a nonfiction text set critically and analytically** |
| **Teaching point *(Kid language!)*:** | Readers grow their ideas about an area of expertise by organizing their thinking into topics and subtopics. |
| **Catchy phrase:** |  |
| **Text:** | We Need Insects by Anna Prokos (Good Habits, Great Readers) |
| **Chart(?):** | Boxes and Bullets Chart (keep for lesson 14 and 15)   * Main Category – Insects are necessary * Sub categories – Enrich the soil, Eat harmful insects, Pollinate other plants * Bullets (with examples) |
| **Standard:** | 3.RI.8 Describe logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *Yesterday you looked for similarities and differences in information contained in more than one text. Today I am going to teach you that when you are talking about your thinking, you need to organize it in a way that helps you understand your thinking better.*  *Remember when we used the visual tool, boxes and bullets. Today we are going to create a boxes and bullets chart to help us organize our thinking about the book We Need Insects.* |
| ***Teach:***  ***(Teacher shows chart)***  Readers grow their ideas about an area of expertise by organizing their thinking into topics and subtopics. Let’s see how I would do that with this book.  *I have written the main category, which is Insects are Necessary. I have decided to think about 3 parts of the book. The first part that I thought was really important was that Insects enrich the soil. I am going to use that as one of my subtopics.*  *(Teacher writes Insects enrich the soil and puts a box around it.)*  *Something I learned about enriching the soil is that beetles eat dead things, which puts nutrients in the soil. I am going to write that as my first bullet point.*  *(Teacher writes.)*  *I also learned that dung beetles eat dung. I am going to write that as my second bullet point.*  *(Teacher writes.)*  *Next, I thought it was really important that some insects eat other insects that are pests. So I am going to write for my second subtopic, Insects eat pests.*  *(Teacher writes Insects eat pests and puts a box around it.)*  *I learned that ladybugs eat aphids and praying mantis’ eat flies. I am going to add those to my bullet points. This is really helping me to organize my thinking to remember all this information I have learned.*  *(Teacher adds these to bullet points.)*  *The last thing that I learned from this book was some insects pollinate other plants. That means they help them make new plants.*  *(Teacher writes Insects Pollinate in box.)* |
| ***Active Involvement:***  *Remember…..* readers grow their ideas about an area of expertise by organizing their thinking into topics and subtopics.  *Now it is your turn to try this out. You guys are going to write the box, Insects Pollinate. I am going to give you a sticky note to write down at least 2 bullet points from the text that go in this category.*  *(Use document camera to show text.)*  *(Hand out sticky notes and pencils.)*  *When you and your partner have finished, tell each what you wrote. You will probably have different information and that is o.k.*  *After you both have had time to share, add your sticky note to the chart.* |
| ***Link:***  *Remember you can use the visual tool, boxes and bullets, in this new way when you have lots of information you want to organize.* |
| **Mid-Workshop Teaching Point:**  *When people ask you, “What have you learned?” You can use this visual tool to explain what you learned about the importance of insects.*  *Here are some sentence frames to use:*  *Partner A asks “What have you learned?”*  *Partner B says “Insects are necessary. One thing I learned is that some insects \_\_\_\_\_\_\_\_\_\_ (eat pests, enrich the soil, pollinate). One example is \_\_\_\_\_\_\_\_\_\_ (bullet point from chosen category).* |
| **Share:** |

|  |
| --- |
| **Unit 4 Mini Lesson 15** |

|  |  |
| --- | --- |
| **Unit of Study:** | Nonfiction Reading: Expository Texts |
| **Goal:** | Reading a nonfiction text set critically and analytically |
| **Teaching point *(Kid language!)*:** | Readers grow their ideas about an area of expertise by presenting their thinking with evidence. |
| **Catchy phrase:** | I can prove it! |
| **Text:** | We need Insects by Anna Prokos |
| **Chart(?):** | Use chart from yesterday’s lesson (3.RML.4-14) |
| **Standard:** |  |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection****:*  *Yesterday we learned how to categorize and organize information uses boxes and bullets. Today you are going to learn how to give evidence that supports your thinking because* readers grow their ideas about an area of expertise by presenting their thinking with evidence. Police have to use evidence in their job as well. |
| ***Teach:***  *Evidence is exact words from the text that you can point to and proves your thinking. I am going to use our chart from yesterday to give evidence of my thinking.*  *(Refer to Boxes and Bullets chart from yesterday.)*  *Read from chart -Insects are necessary. One thing I learned is that some insects enrich the soil. One example is that beetles eat dead animals and makes the soil healthy.*  *Now I am going to add proof or evidence of my thinking.*  *(Teacher adds to chart the following sentence frame: I know this because on page \_\_\_\_ it says, “\_\_\_\_\_\_\_\_(exact words)”.*  *I know this because on page 13 it says, “this beetle eats a bat skeleton”.* ***I can prove it!***  *(Point to the spot on the page where the information is found.)*  *Now let’s do another example together.*  *(Repeat)* |
| ***Active Involvement:***  *Now it is your turn to find evidence that supports your thinking. Yesterday we used the sentence frame to say that insects pollinate. Today you are going to add on to the frame and give evidence to support your thinking by sharing this information with a partner.*  Remember ….readers grow their ideas about an area of expertise by presenting their thinking with evidence.  *(Use document camera and show page 6 and 7.)*  *Partner A: Insects are necessary. One thing I learned is that some insects pollinate plants. One example is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(bees pollinate flowers).* ***I can prove it!*** *I know this because on page \_\_\_\_ it says, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.*  *Partner B: Insects are necessary. One thing I learned is that some insects pollinate plants. One example is that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(bees pollinate flowers).* ***I can prove it!*** *I know this because on page \_\_\_\_ it says, “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.* |
| ***Link:***  *When you are sharing your ideas with a partner about something you have learned, you can use evidence to support your thinking. You can use exact words from the text and prove it!*  *Great job today! Remember boys and girls….* readers grow their ideas about an area of expertise by presenting their thinking with evidence. |
| **Mid-Workshop Teaching Point:** |
| **Share:**  *If you learned something new say “I learned \_\_\_\_\_\_\_\_\_\_\_I know this because on page \_\_\_\_\_\_\_\_ it says \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_”.* |