

**Reading Unit of Study**

**Second Grade: Informational Book Clubs, Unit 5**



**Second Grade  
Informational Book  
Clubs  
Unit # 5  
1/18/2015**

This unit is under pilot/review. Revisions based on feedback will be done summer 2015.

**Reading Unit of Study**  
**Second Grade: Informational Book Clubs, Unit 5**  
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See Separate Packet

## **Reading Unit of Study**

### **Second Grade: Informational Book Clubs, Unit 5**

#### **Abstract**

This unit brings students together in book clubs to read and talk about informational topics. Students become experts on topics and increase their familiarity with different kinds of text and reading strategies. Students entering this unit already know a lot about informational text from unit 3. Readers will be switching gears from studying characters back to informational reading. This unit revisits past instructional content, increases the depth of knowledge of this content and connects strategies learned to new content. Students will begin to collaborate in more complex ways.

The first concept in this unit will review of strategies taught in unit 3, and extend and deepen these strategies. Students will be asked to use their explaining voice to help teach themselves, use headings to organize thinking and determine the main ideas within the text.

The second concept in this unit will extend students' learning from what the author is teaching to forming their own ideas about the texts. Students collaborate and talk in their clubs about their own thoughts ,their learning and extend this thinking through questioning and reflecting on ways to answer.

The final concept in this unit continues with comparing and contrasting within books, across books, across baskets and building on the first two bends.

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#### Background Information

##### Read Aloud with Accountable Talk

For the read-aloud in this unit, look to select text that can serve as a larger version of a book club. Be sure to choose a set of books that go together on a topic and plan on reading several during the read aloud at least one week prior to starting this unit. During read-aloud conversations be sure to scaffold students in the kind of independent talk they will be expected to do during book clubs. Demonstrate using a R.A.N chart to support activating prior knowledge and to confirm, revise, add and question the learning they are doing around a topic. See the lesson plan packet for second grade writing unit 7 titled Shared Research and Informational Writing, pages 2 & 3 for a sample of the R.A.N. Chart - Reading and Analyzing Nonfiction (R.A.N.) strategy.

<http://oaklandk12.rubiconatlas.org/Atlas/Develop/UnitMap/View/Default?UnitID=15855&TeacherID=40036&EditMode=1>. For more information see: Stead, Tony and Hoyt, Linda. (2010). *Explorations in Nonfiction Writing, Grade 2*. Portsmouth, NH: Heinemann, especially pp. 295-307 referenced in this session.

##### Book Clubs

This unit is set up to be done as a book club. Students began book clubs in unit 3 during the final concept. If this is the first time students will be doing book clubs, information on supporting book clubs can be found in the background section of unit 3.

Typically second grade students at this time of year would be reading around level L (Fountas and Pinnell) or level 24 (DRA). It will be important to select books for book club baskets to support these levels. Each book club will need its own basket of just right texts to read, study and talk about for each week you will be in this unit. It is important to remember that students are reading at higher levels than they were in unit 3 and book club baskets should reflect this change in levels. If students have prior knowledge or are familiar with the topics in their baskets, then books could be at the higher end of their reading levels.

If topic baskets from unit 3 consisted of topics around animals, weather, planets, etc. it will be important to add new books on these same topics but that are at a higher level. If new topic baskets are being created then it will be important to have slightly easier levels. For example, if a student that has lots of knowledge about dogs she could read at her just right level or slightly higher level. If it was a new topic like metals with little background knowledge then she would need books slightly easier until vocabulary and background knowledge is created.

Topic baskets could be created around social studies or science topics being studied or topics of interest in your classroom. As teachers reflect about their library, a suggestion could be to think about subtopics within a larger theme. For example, if your library has a topic on mammals (whales and bears) you could create another basket titled other mammals like (seals and monkeys) so students can compare and contrast something new with something known. Another possibility is to layer different aspects and dimensions of text to allow for deeper thinking and inquiry. For example, if most of the books in the topic baskets are “all about books” consider finding other books on the topic that may offer opinions, comparisons, etc. about the topic.

##### Additional Information

It will be important to leave fiction books in the library open for students to check out. The just right chapter books on series and characters that they fell in love with in the previous unit will also support reading stamina. Remember book clubs are in addition to independent reading not in place of independent reading.

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#### Resources and Materials Needed

##### Book List Series Book Reading:

- See booklist in unit resource packet for Second Grade Unit 5
- Teachers College Reading and Writing Project: <http://readingandwritingproject.com/resources/book-lists-classroom-libraries-and-text-sets-for-students/current-classroom-libraries.html>

Fountas and Pinnell Levels	DRA Levels	Number of Books
A-C level readers	A- 4	10-15 books
D-K level readers	6-20	6-10+ books
L-N level readers	24-30	5-8 books
O-Q level readers	34+	2 chapter books, informational, and favorites

\*These are suggestions based on practices utilized by workshop teachers, which meet objectives outlined by the Common Core Standards. Teachers should organize as they see fit, given their resources.

#### Teacher Resources

- Crates/Boxes filled with leveled sets of books matching the range of reading levels of the class for book clubs
- Gallon-size plastic bag for every reader and the teacher
- Abundance of chart paper
- Informational charts from unit 3
- Abundance of post-it/sticky notes in all kinds of shapes and sizes
- Easel
- Meeting area
- Markers
- Pens or pencils for readers, stored in baggies
- Post-its/sticky notes stored in baggies
- Teacher's text for demonstrations in bag or crate: Leveled series books like levels as readers but unlike titles or series
- Large crates to hold individual bags after workshop (makes for easy cleanup and distribution)

#### Professional Resources

- Calkins, L. (2001). *The Art of Teaching Reading*. Boston: Allyn and Bacon.
- Calkins, L. (2011-2012). *A Curricular Plan for Reading Workshop, Kindergarten*. Portsmouth, NH: Heinemann.
- Collins, K. (2004). *Growing Readers: Units of Study in the Primary Classroom*. Portland, MA: Stenhouse
- Goldberg, G. & Serravallo, J. (2007). *Conferring with Readers: Supporting Each Student's Growth & Independence*. Portsmouth, NH: Heinemann.
- Serravallo, J. (2010). *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*. Portsmouth, NH: Heinemann.

None of the suggested book titles in these lessons are needed if you have titles that match the suggested books' genres and characteristics. In other words, there are thousands of books that would work during demonstrations and throughout your mini- lesson. The titles in these lessons are all suggestions to help you make choices beyond our recommendations.

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#### Why a Script?

The following unit has been written in script form to help guide and support teachers in implementing effective reading instruction; routines, procedures, strategies and specific instructional vocabulary. In other words, the script serves as a “reading coach” for teachers. Teachers, whether new to the teaching profession or new to reading workshop, or new to some common core standards, may benefit from having detailed lesson plans. The goal is that in time teachers will no longer need a script per se because they will have had time to study and gain procedural knowledge for many of the common core units of study. Also, many teachers feel a script serves as a guide for guest/substitute teachers or student teachers. Please view these scripts as a framework from which to work – rewrite, revise, and reshape them to fit your teaching style, your students, and your needs.

#### Additional lesson information:

**Balanced Literacy Program (BLP)** - A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. **Reading and Writing workshop are only one part of a balanced literacy program.** The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

**Mini-lesson-** A mini-lesson is a short (5-10 minute) focused lesson where the teacher directly instructs on a skill, strategy or habit students will need to use in independent work. A mini-lesson has a set architecture.

**Independent Reading and Conferencing** - Following the mini-lesson, students will be sent off to read independently. During independent reading time teachers will confer with individuals or small groups of students.

#### Mid-workshop Teaching Point –

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students’ needs.

#### Partnership Work-

Partnership work is an essential component of the reading workshop structure. In addition to private reading, partnerships allow time each day for students to read and talk together, as well as provide support for stamina. Each session includes suggestions for possible partnership work. Add or modify based on students’ needs.

#### Share Component –

Each lesson includes a possible share option. Teachers may modify based on students’ needs. Other share options may include: follow-up on a mini-lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project).

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#### Overview of Sessions – Teaching and Learning Points

Alter this unit based on students’ needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

**Concept I: Readers use what they have learned about informational text with their book clubs**

- Session 1 **Launching** - interview on interests to form clubs, create R.A.N chart using book basket topics
- Session 2 Informational readers use an explaining voice to teach themselves
- Session 3 Informational readers are on the lookout for section headings
- Session 4 Informational readers talk to their book clubs about confusions
- Session 5 Informational readers name the big thing (main idea) they learned about their topics.
- Session 6 Informational readers revisit their R.A.N. to revise, add or question ideas

**Concept II: Readers in informational clubs build on what the author says with their own ideas**

- Session 7 Informational readers share their reactions and inferences about their books
- Session 8 Informational readers can share their revised thinking.
- Session 9 Informational readers ask and answer questions of their text like... “Why do, How come?”
- Session 10 Informational readers add their own captions or add to existing
- Session 11 Informational readers envision what the author is saying using gestures, facial expressions, etc.

**Concept III: Readers in Informational book clubs can compare and contrast information about their topics.**

- Session 12 Informational readers compare what they have learned to something similar to their own lives
- Session 13 Informational readers think about the differences in the information they are learning and explain those differences
- Session 14 Informational readers can use their post-its to compare and contrast information across their books
- Session 15 Informational readers use words like always, sometimes, never, rarely, etc. to talk about how often information shows up in their books
- Session 16 Unit celebration

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#### **Routines and Rituals: Building a Community of Independent Readers**

Reading workshops are structured in predictable, consistent ways so that the infrastructure of any one workshop is almost the same throughout the year and throughout a child's elementary school experience (Calkins, 2005). One means of developing a community of independent readers is to implement routines and rituals that are consistent within and across grade levels.

A few lessons in each launching unit are devoted to the management of a reading classroom. However, depending on student need and experience, additional lessons on management may be needed. Also, it is assumed that many of these routines and rituals go across curricular areas so they will be addressed and taught throughout the school day and not just in reading workshop. This shift in focus allows more mini lessons to be devoted to supporting students in cycling through the reading process and acquiring a toolbox of reading strategies.

The following are a collection of routines and rituals teachers may want to review. Select based on students' needs.

#### **Routines**

- Opening Routine
- Mini-Lessons
- Sending children off to work
- Independent work time
- Closing Routine or Share
- Partnerships

#### **Opening Routine – Beginning Each Day's Reading Instruction**

- Meeting area/ Room arrangement
- Signal for students to meet for reading workshop
- What to bring to meeting area
- Partnerships at meeting area

#### **Mini-lessons – The Fuel for Continued Growth**

- Student expectations as they participate in a mini lesson
- Partnership guidelines
- How students sit during a mini-lesson and share

#### **Sending Children Off to Work – Transition from Mini-lesson to Work Time**

- Expectation to "go off" and get started working
- Dismissal options

#### **Independent Work Time – Students Working on their Own**

- Assigned reading spots
- Getting started
- Students work initially without teacher guidance and/or conference
- Nature of Children's Work – Reading focus
- Role of Mini-lesson
- Conversations in Reading Workshop: productive talk, silent reading time & whole-class intervals for partnership talks
- Signal for noise volume



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#### **Routines and Rituals: Building a Community of Independent Readers, Continued**

- Mid-Workshop Teaching Point
- Flexible reading groups (strategy or guided reading)
- Teacher conferences
- Productivity – early in the year, later in the year (expectations)
- What to do if you need assistance – Example: “Three before me” (Students must ask three students before asking the teacher.)

#### **Closing Routine – Managing the Share Session**

- Signal to meet
- Share session at meeting Area
- Celebration of Growth

#### **Partnership Routine – Being an Effective Partner**

**It is recommended that several mid-workshop teaching points focus on teaching students how to build effective partnerships.**

- Turning and Talking – discussing something with a partner per teacher’s guidance
- Who goes first?
- Compliments can be helpful when they are specific
- Constructive suggestions – people can be sensitive about their work, so it’s best to ask questions or give suggestions in a gentle way
- One helpful way to listen (or read) a partner’s work is to see if everything is clear and makes sense
- How partners can help us when we are stuck
- Effective questions to ask partners
- If your partner has a suggestion, it may be worth trying (value the input/role of partnerships)
- Appropriate times to meet with your partner, where to meet with your partner, why to meet with your partner

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**Read Aloud with Accountable Talk**

For the read-aloud in this unit, look to select text that can serve as a larger version of a book club. Be sure to choose a set of books that go together on a topic and plan on reading several during the read aloud at least one week prior to starting this unit. During read-aloud conversations be sure to scaffold students in the kind of independent talk they will be expected to do during book clubs. Demonstrate using a R.A.N chart (See background information) to support activating prior knowledge and to confirm, revise, add and question the learning they are doing around a topic.

Read -aloud with accountable talk is a critical component of a balanced literacy program. The purpose of read-aloud with accountable talk is to model the work that readers do to comprehend books and to nurture ideas and theories about stories, characters and text. During this interactive demonstration, the teacher has purposely selected text and flagged pages with the intention to teach a specific skill or strategy. The teacher is reading so children can concentrate on using strategies for comprehension and having accountable conversation about the text. Students are asked to engage with the text by responding to one another or through jotting notes about their thinking. The teacher scaffolds children with the kinds of conversation they are expected to have with their partner during independent and partner reading. This demonstration foreshadows the reading work that will be done in future mini-lessons and units of study.

Since read-aloud is done **outside** of Readers Workshop the following planning continuum provides teachers with a map to possible foci within read -aloud. This planning continuum aims to support teachers with upcoming strategies that will be taught in mini-lessons and future units of study.

Unit of Study	January/February	February/March	March/April
	<p><u>Series Reading: Cross Genre Clubs</u></p> <p>Read 2-3 books from at least <u>two</u> different series before the 6<sup>th</sup> lesson. Utilize Levels J,K and L/M Short narrative, initially. Turn to multiple short Informational texts related to one topic (ex. frogs) final week.</p>	<p><u>Informational Reading Clubs</u></p> <p>For the read-aloud in this unit, look to select text that can serve as a larger version of a book club. Be sure to choose a set of books that go together on a topic and plan on reading several during the read aloud at least one week prior to starting this unit. During read-aloud conversations be sure to scaffold students in the kind of independent talk they will be expected to do during book clubs. Demonstrate using a R.A.N chart (See background information in Unit 5)to support activating prior knowledge and to confirm, revise, add and question the learning they are doing around a topic.</p>	<p><u>Traditional Literature: Fables, Folktales and Fairytales</u></p> <p>Read aloud short narrative fiction (Little Bill, Franklin, Frog and Toad) alongside fables, folktales and fairy tales from diverse cultures. Utilize levels L/M, if possible to match readers’ benchmark level.</p>
Read Aloud Focus	<ul style="list-style-type: none"> <li>• Readers think about how watching a TV series is like reading a series: Lego City Police Stories: <a href="http://www.youtube.com/watch?v=OJ33K1Usnyk">http://www.youtube.com/watch?v=OJ33K1Usnyk</a></li> <li>• Readers see that series books have predictable parts/patterns. Does the character always say ___? Does</li> </ul>	<ul style="list-style-type: none"> <li>• Readers use an explaining voice to teach themselves.</li> <li>• Readers use section headings to help organize their thinking.</li> <li>• Readers create section headings to organize their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Readers step into the characters shoes by role playing using body actions and facial expressions and changes in voice.</li> <li>• Readers become actors seeing the story as a cartoon show or movie playing out with others in class as we read.</li> </ul>

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<p>the character always run into a problem near the beginning?</p> <ul style="list-style-type: none"> <li>• Readers pay attention to character trouble, changes, big feelings and flag these places.</li> <li>• Readers come up with theories about the character.</li> <li>• Readers look over post-its before meeting to talk, talking and thinking to themselves, about what they understand about the characters in the series.</li> <li>• Readers know that characters in series aren't just once way, like people, they are complex. Readers say "sometimes" to explain the way their characters act.</li> <li>• Readers think about the surprising parts and what the surprises tell them about their characters.</li> <li>• Readers compare and contrast books within a series and also a series to other series. Looking for patterns, issues, and big ideas.</li> <li>• Readers study characters interactions with other characters and ask, what do these interactions tell me about this character?</li> <li>• Readers might want to learn more about a topic or place based on the reading in their series.</li> <li>• Readers can jump into informational text to help them read their series.</li> <li>• Readers can reread to think about their informational reading and whether the series presents true or untrue facts.</li> <li>• Readers ask questions while reading, knowing that they can bring their questions to their club and informational text, possibly.</li> <li>• Readers use all they know about their series to talk and listen in their club. Listening in ways that might have readers learn more about the series they are reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Readers think about how the pages are connected and when topics change.</li> <li>• Readers can sometimes have confusions about what they have learned (monitoring for meaning)</li> <li>• Readers can confirm, add, revise or question their learning about their books</li> <li>• Readers think about the big idea learned and explain and teach others. (Main idea</li> <li>• Readers push past the "Wow" and explain their thinking using details from the text.</li> <li>• Readers ask and answer questions of their text like... "Why do, How come?"</li> <li>• Readers envision what the author is saying using gestures, facial expressions</li> <li>• Readers compare what they have learned to something similar to their own lives</li> <li>• Readers think about the differences in the information they are learning and explain those differences</li> <li>• Readers can use compare and contrast information across their books</li> <li>• Readers use words like always, sometimes, never, rarely, etc. to talk about how often information shows up in their books.</li> </ul>	<ul style="list-style-type: none"> <li>• Readers anticipate the way characters will act or sound because they are imagining the story has come to life.</li> <li>• Readers read and reread slowly to gather every detail in order to empathize with their character.</li> <li>• Readers imagine the actions of all characters and the sound effects and setting like directors of movies.</li> <li>• Readers pay attention to what and why and how a character does things.</li> <li>• Readers understand the villains have important roles to play.</li> <li>• Stories show both good and the bad, acting out of jealousy, people struggle but overcome (Example: Little Bill; The Meanest Thing to Say, Three Pigs and Bad Wolf and Cinderella),</li> <li>• Readers compare detail in order to empathize with their character.</li> <li>• Readers imagine the actions of all characters and the sound effects and setting like directors of movies.</li> <li>• Readers pay attention to what and why and how a character does things.</li> <li>• Readers understand the villains have important roles to play.</li> <li>• Stories show both good and the bad, acting out of jealousy, people struggle but overcome (Example: Little Bill; The Meanest Thing to Say, Three Pigs and Bad Wolf and Cinderella),</li> <li>• Readers compare character, setting, plot, and author's message.</li> </ul>
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#### Lesson Plan

Session 1	Launching the Unit
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Materials	
<ul style="list-style-type: none"> <li>See the lesson plan packet for second grade writing unit 7 titled Shared Research and Informational Writing, pages 2 &amp; 3 for a sample of the R.A.N. Chart - Reading and Analyzing Nonfiction (R.A.N.) strategy. For more information see: Stead, Tony and Hoyt, Linda. (2010). <i>Explorations in Nonfiction Writing, Grade 2</i>. Portsmouth, NH: Heinemann, especially pp. 295-307 referenced in this session.</li> </ul>	<ul style="list-style-type: none"> <li>Clipboards</li> <li>List of topics that will be discussed in book baskets</li> <li>Manila folders for each club with R.A.N chart inside or teacher created headers based on R.A.N chart. See tip below.</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>This session does not follow a typical Readers workshop format.</li> <li>Book clubs were introduced in the last concept of unit 3. Teachers may want to confer or pull groups that need more support with this structure and routines.</li> <li>Teacher can create a list of the book basket topics with questions students could use to interview others in the class. See below for possible example.</li> <li>To get the most use out of the manila folders, teachers could laminate the folders and students could write on them with vis a vis pens. Another option would be to use post-it notes.</li> </ul>
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<b>Launching</b>	<ul style="list-style-type: none"> <li><i>In our last informational unit we studied different topics and thought about how our books were organized to help us learn. We compared topics and thought about what the books were mostly about. Today we are going to start another informational unit but this time we will work with book clubs around topics we are interested in learning more about. We are going to read independently and then come together to share our learning. Together we will get smarter about our topics. Today we are going to interview our peers and find out what are some of the topics we want to learn more about.</i></li> <li>Students survey classmates using teacher created surveys based on book basket topics. See sample below.</li> <li>Once students have surveyed each other the teacher can use the information to organize students into book clubs. Using the manila folders (opened) clubs could begin to use the R.A.N chart headers to talk about things they think they know about the topic to activate prior knowledge. This is different from KWL. In a KWL the first column contains facts that they know. In the R.A.N. chart students are writing what they think they know and then using the chart to confirm, revise, add and question the learning they are doing around a topic as they read throughout the unit.</li> <li>This board/folder could be used throughout the unit as the book club moves post-its from one column to another or add information or questions to their learning.</li> </ul>
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#### Sample Interview Sheet

Topic	Questions	Name of Student
Weather	Do you want to learn more about weather like hurricanes, tornadoes or tsunamis?	
All about dogs	Do you want to learn more about dogs?	
African Animals	Do you want to learn more about animals in the jungles like gorillas, monkeys and snakes?	

# Reading Unit of Study

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### Lesson Plan

Session	2
Concept	Readers use what they have learned about informational text with their book clubs
Teaching Point	Informational readers use an explaining voice to teach themselves

Materials	
<ul style="list-style-type: none"> <li>Informational text for teach to demonstrate using an explaining voice. The book <i>A Mother Dog and her Puppies</i> by Michele Dufresne, Pioneer Valley Press was used as an example.</li> <li>Document camera or projector to display a page in the text. If not available, teacher may want to consider using a big book so all students can view.</li> </ul>	<ul style="list-style-type: none"> <li>Charts from unit 3- Readers learn from informational reading</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>Some of the teaching points taught in unit 3 will be revisited in these sessions. Through some of the mid-workshop teaching the teaching points will be revisited and extended to strengthen and deepen the learning.</li> <li>As teachers confer with book clubs they may want to begin prompting book clubs to routinely revisit their R.A.N. chart to confirm, add, revise or question their learning.</li> <li>Although the sessions may focus on a particular teaching point remind readers to continue flagging parts of their books where they have thoughts, questions, wonderings, etc.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Readers when we were in our first informational reading unit we learned lots of things about information text. Review charts. One thing we learned from our informational reading unit was that informational text readers need to read our stories differently than we do fiction. We read with a teaching or explaining voice. As we read we use and explaining voice but we are actually explaining the text to ourselves as we read. Today I am going to teach when you use a teaching or explaining voice to read informational text you can pause and explain what you have read to yourself in your own words. This will help you understand the book better and help you teach others.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Watch as I show you how I do this with the book <i>A Mother Dog and her Puppies</i>.</i></li> <li><i>I am going to read this page about <i>Preparing for Birth</i> in my explaining/teaching voice. I am going to read a bit and then stop and explain this to myself in my own words.</i></li> <li>Teacher reads a bit and pauses.</li> <li><i>On this page I think the author is trying to teach me that before the mother dog gives birth to her puppies, it is important to get a box ready that is big enough for her and her puppies.</i></li> <li><i>Readers did you see how I read a bit with my explaining voice and then pauses and explained what I read to myself? I didn't use the exact words the author did, I thought about what I read and put it in my own words. It is almost like there is an explaining voice inside my head making sure I understand what I have read before I move on to the next section.</i></li> <li><i>Watch me as I read a bit more.</i> Teacher repeats process.</li> <li><i>As readers pause after each section and explain what they read in their own words this helps them understand what the author wants you to know and it helps you teach others about your text.</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Let's try this together. I am going to read this page, you can read along if you would like. Teacher reads another section.</i></li> <li><i>Now as we pause, I want to see if you can explain what we read to yourself.</i></li> <li><i>Now turn to the person next to you and explain what we read to them.</i></li> <li><i>Readers did you see how we read a bit with our explaining voice and then paused and explain</i></li> </ul>
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	<p><i>what we read to ourselves? It is almost like there is an explaining voice inside our heads making sure we understand what we have read before we move on to the next section. This will help you understand your books better and help you teach others what you have read.</i></p>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Today when you go off to read and prepare for book clubs, you will be practicing pausing after sections explaining what you learned to yourself. This will help you understand what you have read and help you teach and talk with your book club members what you learned.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Remember, Readers don't just read with explaining voices what we really are doing is explaining the text to ourselves. We read a little bit and stop and explain what we have read in our own words. We might use words like, what the author is saying is... What this means is...</i></li><li>• <i>I want to share with you what I heard Will doing as he was reading to himself.</i></li></ul>
<b>Book clubs</b>	<ul style="list-style-type: none"><li>• <i>Today when you gather for your book clubs you will take turns teaching your club members what you learned by explaining what they read in their own words. Try saying, "What the author is saying... What this means is...."</i></li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Reinforce teaching point or fishbowl a book club to highlight using an explaining voice to teach and talk about their topic.</li></ul>

## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

#### Lesson Plan

Session	3
Concept	Readers use what they have learned about informational text with their book clubs
Teaching Point	Readers are always on the lookout for section headings

#### Materials

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>3 informational texts. One with clear headings on each page, one with no headings and one text that has a heading across sections. The books used as examples in this session are Volcanoes by Anne Schreiber, National Geographic Kids, Earthquakes by Franklyn M. Branley, Let's Read and Find Out Science, and Hurricanes by Michele Dufresne, Pioneer Valley Press.</li> </ul> | <ul style="list-style-type: none"> <li>Book club baskets</li> </ul> |
|---|---|

<b>Tips</b>	<ul style="list-style-type: none"> <li>This lesson reviews the use of headings to organize information. This strategy was introduced in unit 3. However, the texts students are reading now have increased in complexity; teachers may want to add an additional lesson on this concept or break the mid-workshop teach and share into individual lessons. If only a few students need support the teacher may need to pull strategy groups to support this concept.</li> <li>Please note that the mid-workshop teach and the share extend the teaching point. Additional lessons may be needed to extend this work.</li> <li>As teachers confer with book clubs they may want to begin prompting book clubs to routinely revisit their R.A.N. chart to confirm, add, revise or question their learning.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Readers we know that when reading informational text it is important to slow down and think about what we have learned. We also know that sometimes books help us with thinking about what we have learned by organizing information. Some books use text features like headings to organize the parts or sections of the book to help us understand what the section is mostly about. However, sometimes there are no headings, so readers have to sort the information as they read. Today I am going to show you how readers can be on the lookout for headings to help them organize their thinking and understand what the page is mostly about.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Watch as I show you. In the book volcanoes, I am on the lookout already and noticed there is a heading at the top titled, "Mountains of Fire." This is helping me already because I can start to think about what this section is going to be about. I am thinking it will talk about the volcano and the fire and stuff that comes out of it. I am going to read this section and see if that is what this section is mostly about.</i></li> <li><i>Yes, this part is teaching me that as the volcano erupts, ash and melted rock start to spray out of the top and comes down the mountain like a river.</i></li> <li>Teacher does another page to demonstrate.</li> <li><i>Did you see how I looked for the heading and used it to help me think about the information I would learn in the section.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>I am going to turn to the next section and I want you to be on the lookout for the heading.</i></li> <li><i>Turn and tell the person sitting next to you what you are thinking already that you might learn in this section.</i></li> <li><i>Now I am going to read this part and I want you to be thinking about the heading and what I am reading to try and understand what this section is trying to teach you.</i></li> <li><i>Turn and tell the person next to you.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Readers today as you are reading and preparing for your book clubs, I want you to be on the</i></li> </ul>

## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

	<p><i>lookout for headings. I want you to use these headings to help you organize the information in order to understand what the author is trying to teach you about that section.</i></p>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Readers, I want to show you how we can be on the lookout when books do not have headings. In this book called Earthquakes it does not have any headings. So as a reader I needed to be on the lookout for when the book switches topics. I can even create my own headings. Watch as I show you how I did this.</i></li><li>• <i>I noticed right away there are no headings so one thing I need to do is read a bit and then stop and think about what this part is trying to teach me. As I read these first two pages I am thinking this part is trying to teach me how an earthquake is formed. It talks about how the earth is always moving but when it moves quickly an earthquake can occur. Let me read this next page and see if this is still talking about how an earthquake is formed. Hmm... this next section talks about what earthquakes all have. They have centers that create waves; I am thinking this next part is a bit different from the pages before it. This part is talking about what is an earthquake. I am going to take a sticky note out and make a heading for these pages. I am going to write How Earthquakes are formed and put it in this section and then on this page I am going to put a sticky note that says, What is and Earthquake.</i></li><li>• <i>Readers, as we are on the lookout for headings to help us organize our thinking sometimes we have to be on the lookout for when there are no headings. And we may even want to add our own headings with sticky notes.</i></li></ul>
<b>Book Clubs</b>	<ul style="list-style-type: none"><li>• <i>Readers, as we begin to move into book clubs to talk about what our books are trying to teach us we can tell our club members about the sections. We could say this part is about ...</i></li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Readers sometimes there are headings on each page to help us organize our thinking and understand what the page is mostly about. But we also learned that sometimes there are no headings and we have to create our own. Another thing that you may find with headings is that they can be a bit tricky and you will need to be a careful reader. In the book Hurricanes there is a heading but not just for one or two pages, the heading is for the entire section. So one thing I will need to do as a reader is read page by page and think how does this information fit with the page before it or what are both of these pages talking about. Watch as I show you.</i></li><li>• <i>On this page the heading is titled How Do Hurricanes Form? On this page it is teaching me what a hurricane is but on the next page it is teaching me what has to happen to the water in order for a hurricane to be formed. On this last page of this section it teaches me that once the hurricane is formed it can travel across the waters and onto land. All these pages in this section fit together. This section teaches about the hurricane being formed starting with what is a hurricane, what happens to the water and the air in a hurricane and once a hurricane is formed how it travels across the seas and land.</i></li><li>• <i>I am going to read the heading for the next section and then read the section. I want you to be thinking about how do all these pages fit together in this section or what are both the pages talking about.</i></li><li>• <i>Teacher reads next section and students turn and talk.</i></li></ul>



## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

#### Lesson Plan

Session #	4
Concept	Readers use what they have learned about informational text with their book clubs
Teaching Point	Readers talk to their book clubs about confusions

#### Materials

- **Read Aloud book familiar to class to demonstrate in teach.**  
The book used as an example in this session is **Tornado Alert** by Franklyn M. Branley, **Let's Read and Find Out Science**

Tips	<ul style="list-style-type: none"> <li>• The prompts created in the teach to support talk around confusions may be added to a chart, table tents for book clubs, bookmarks, etc.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li>• <i>Readers one thing that might happen is that you may realize that as you are reading you may be confused about some of the information. That is really important to talk about with your book club. Since you book clubs are reading about the same topic they can offer support and help clarify the problem or confusion.</i></li> <li>• <i>Today I want to teach you how you can use your book clubs to help with confusions or misunderstandings and talk to the other members of the club to help clarify them.</i></li> </ul>
Teach	<ul style="list-style-type: none"> <li>• <i>I want you to watch and listen as I show you how you might go to your book club with a confusion or misunderstanding and how they might talk back to explain or help with fixing the problem. I am going to use a book we all know from our Read Aloud and I thought all of you could pretend to be my book club.</i></li> <li>• <i>One thing you might say to your book club members is "In my book it says...., but I don't really get it. Did your book talk about this? Or I thought.... but the book says this.... (chart these prompts-see tips)</i></li> <li>• <i>I am going to use one of our books from our Read Aloud called Tornado Alert to show you how this might sound.</i></li> <li>• <i>When I was reading this page about how the tornado forms I was a little confused. In my book it says that hot air spreads out like a funnel and the air all around the tornado moves in toward the funnel, but I don't really get it. If the hot air spreads out why does the air also move in?</i></li> <li>• <i>Readers, did you see how I came to you with a confusion? I shared what I was not so sure about?</i></li> <li>• <i>Next my book club members will try and talk back to me and explain or help with fixing my problem.</i></li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li>• <i>As my book club members I want you to turn and tell the person next to you how you might help me with my confusion. You might say, I read that too and I thought it meant or this is what I think it means...</i></li> <li>• <i>Share some of the suggestions partners came up with to help clarify.</i></li> <li>• <i>So readers can use their clubs not just to talk about what they have learned but also to help them with their confusions.</i></li> </ul>
Link	<ul style="list-style-type: none"> <li>• <i>As you go off to read your book club books I want you to flag any pages that might have been confusing or that you did not understand that you want to bring to your club for some help.</i></li> </ul>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <li>• Check in to see if students are flagging parts that might be confusing. Help students think about how they might say they need help to their book clubs.</li> </ul>
Book Clubs	<ul style="list-style-type: none"> <li>• <i>Readers as we start to meet with our clubs ask your club members if anyone came with any confusions. ( Point to anchor chart) You could try saying, In my book it says...</i></li> </ul>
After-the-Workshop Share	<ul style="list-style-type: none"> <li>• Fishbowl a club that demonstrated supporting each other with confusions.</li> </ul>

**Reading Unit of Study**  
**Second Grade: Informational Book Clubs, Unit 5**  
**Lesson Plan**

<b>Session</b>	<b>5</b>
<b>Concept</b>	<b>Readers use what they have learned about informational text with their book clubs</b>
<b>Teaching Point</b>	<b>Readers explain and teach others the big thing they learned about the text</b>

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Informational book for demonstration. The book used as an example is <i>Stormy Weather</i> by Natalie Lunis, Benchmark Education</li> </ul>	<ul style="list-style-type: none"> <li>Familiar informational text from Read Aloud.</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>The concept of main idea should have been taught during Read-Aloud.</li> <li>The concept of main idea may take additional lessons or strategy groups to support students who need additional work.</li> <li>The CCSS RI 2.2 states that students need to determine the main idea of a multiparagraph text as well as paragraphs within the text. This session could be done with the whole text or sections of the text.</li> <li>As teachers confer with book clubs they may want to begin prompting book clubs to routinely revisit their R.A.N. chart to confirm, add, revise or question their learning.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Readers, we a getting so smart about our topics. We can teach ourselves using an explaining voice we, can use the headings to help us think about what each section is about. Today, we are going to be thinking about what is the big idea the author is trying to teach us about the book/sections. I know that informational readers learn lots of information when they read but today we are going to think about just the big idea. Then we will explain and teach our book clubs the big idea we learned about our book/sections.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Watch as I show you a way we can explain and teach others the big idea the author is trying to teach us about the book/sections. I am going to use the book <i>Stormy Weather</i>.</i></li> <li><i>I know that I learned lots of facts in this book but I have to think about what this book was mostly about. This can be tricky so sometimes it helps to list some of the information I learned across my fingers and then decide what all this information is mostly about.</i></li> <li><i>(Teacher use hand to demonstrate listing the facts/information learned across her fingers) First let me think about some of the information I learned in this book. Hmm... I learned about all different kinds of weather, I learned about thunderstorms, tornadoes, hurricanes, etc. This is all the information I learned.</i></li> <li><i>Next I have to think why did the author write about all these facts about the weather? What is the big idea the author wanted me to learn about <i>Stormy Weather</i>? (Teacher points to palm of hand)</i></li> <li><i>I think that the big idea the author wanted to teach was that all this stormy weather happens because the air and water are always in motion. That is the big idea I think the author wanted me to learn. (Teacher points to palm of hand)</i></li> <li><i>(Teacher points to palm of hand) I can point to my palm and say the big thing I learned about my book <i>Stormy Weather</i> is that air and water are in constant motion and create changing weather conditions.</i></li> <li><i>Readers did you notice how I had to think about everything I had learned so far (show fingers)and then decide what was the big idea I learned from all this information. (point to palm)</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>We are going to try this with one of our books we know well and have read during our read-aloud.</i></li> </ul>
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## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

	<ul style="list-style-type: none"><li>• <i>Let's think about all the things we have learned first...use your fingers and list all the information we learned.</i></li><li>• <i>Share this with the person next to you.</i></li><li>• <i>Now we have to decide the big idea the author wanted us to know about all this information. Turn and talk to the person next to you.</i></li><li>• <i>So readers we learn lots of information but then we have to decide what is all this information trying to tell me? What is the big idea the author wants me to know.</i></li></ul>
Link	<ul style="list-style-type: none"><li>• <i>Today, as you are reading your informational books you can use your hand to help you decide what is the big idea I learned about this text? You can list some of the information you learned across your fingers and then you can decide what the big idea the author wanted to teach.</i></li></ul>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"><li>• <i>Readers, some of you have long books and you have not finished your books. You can also talk about the big idea of the sections you have read the same way. Watch as I show you how to do that.</i></li><li>• <i>(teacher uses hand to demonstrate) The big idea I learned in this section about Thunderstorms is that they have ...</i></li></ul>
Book clubs	<ul style="list-style-type: none"><li>• <i>Readers when we move into book clubs we are going to be sharing the big ideas we learned in our books. We can use our hand and fingers to help explain the big idea.</i></li></ul>
After-the-Workshop Share	<ul style="list-style-type: none"><li>• <i>Share out a few students who demonstrated using their palm to talk about the big idea.</i></li></ul>

## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

#### Lesson Plan

Session #	6
Concept	Readers use what they have learned about informational text with their book clubs
Teaching Point	Readers confirm, add, revise or question their learning using the R. A.N. chart

#### Materials

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|---|--|
| <ul style="list-style-type: none"> <li>Book club manila folders</li> <li>Students sitting at carpet with book club members</li> </ul> | <ul style="list-style-type: none"> <li>Class R.A.N. chart created with Read-Aloud with accountable talk</li> </ul> |
|---|--|

Tips	<ul style="list-style-type: none"> <li>Book clubs will most likely be ready to select a new topic to start reading.</li> <li>Teacher may want to decide to give new folders for students to use on new topics or just collect the post-it notes to formatively assess and provide topics for mini-lessons, strategy groups or conferring.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers we have really been thinking, talking and teaching each other about our topics. Together we are getting smarter about the topics that are interesting to you and coming up with new thoughts, ideas and questions. When we selected our topics we took some time to think about what we thought we knew about our topics, questions we had and wonderings. Today we are going to take a look at our thinking we recorded in our book club folders and see if we can confirm, add, revise or add some questions about the topics we have been studying.</i></li> </ul>
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Teach	<ul style="list-style-type: none"> <li>Teacher demonstrates with R.A.N. chart done during Read-Aloud with accountable talk.</li> <li><i>Readers I have you sitting with your book clubs right now and you have your book club folders in front of you. What I want to teach you to do with your book club is go back to your predictions about you all made about your topics and talk about what you have learned about your topics.</i></li> <li><i>Watch as I show you how to do this with the chart we created in Read Aloud. We were reading about .... And we thought we knew .... As we read we were thinking were we right about what we thought we knew? Did we have a misconception and revised our thinking, did we learn something new or do we have some wonderings still?</i></li> <li><i>I am going to take this first post-it that says we think that a tsunami is a big wave like a hurricane. When we were reading we realized that we were somewhat right, but we had a misconception. It is not like a hurricane because they are caused by something different. Instead it is caused by an earthquake. So we are going to move this sticky note under we don't do this anymore. And then we can add another sticky note that says it is caused by an earthquake.</i></li> <li><i>Let's take a look at another sticky note we created. (Teacher repeats process of reflecting on learning and moving sticky note to appropriate column.)</i></li> </ul>
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Active Engagement	<ul style="list-style-type: none"> <li><i>Let's take a look at another sticky note we created. (Teacher repeats process of reflecting on learning and moving sticky note to appropriate column.)</i></li> <li><i>Readers, isn't it amazing how much we have learned about our topics?</i></li> </ul>
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Link	<ul style="list-style-type: none"> <li><i>Today we are going to start with book clubs first. Together you are going to take a look at your folders and move or add sticky notes into the columns just like we did together. It will be important to take one post-it and talk together about that post-it and either move the post-it or add another post-it before starting another post-it.</i></li> </ul>
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Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <li>Use Mid-work shop to check in with book clubs to support teaching point or use to shift to independent reading.</li> </ul>
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Book Clubs	<ul style="list-style-type: none"> <li>Work on sorting post-its on R.A.N. chart.</li> </ul>
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After-the-Workshop Share	<ul style="list-style-type: none"> <li><i>Readers, I am so impressed with all the learning and talking you have done about your topics. Isn't it exciting to become an expert about a topic? Tomorrow we are going to begin thinking and talking about new topics.</i></li> </ul>
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**Reading Unit of Study**

**Second Grade: Informational Book Clubs, Unit 5**

<b>What we think we know</b>	<b>Yes, we were right OR Confirmed information</b>	<b>We don't think this anymore OR Misconceptions (revise)</b>	<b>New learning (add)</b>	<b>Wonderings (questions)</b>
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## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

#### Lesson Plan

Session #	7
Concept	Readers in informational book clubs build on what the author says with their own ideas
Teaching Point	Informational readers share their reactions and inferences about their books

#### Materials

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|--|--|
| <ul style="list-style-type: none"> <li>Familiar book from Read Aloud to demonstrate a reaction to text. The book used as an example in this session is <i>Volcanoes</i> by Anne Schreiber, National Geographic Kids</li> </ul> | <ul style="list-style-type: none"> <li>See tips for possible table tents, chart or book marks</li> </ul> |
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Tips	<ul style="list-style-type: none"> <li>Book clubs will most likely have started new topics or be ready to select new topic baskets.</li> <li>Prompts listed below to support ways to react to books could be posted on an anchor chart, put on table tents for book clubs, or made into bookmarks. It could be titled, Readers React to Books by Saying...</li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers you have done some really strong informational reading. You have talked to your book club members about the big idea of your books, what the author is trying to teach you and even some of the things you were unsure about. Now we are going to start making some of our own inferences based on what we have read.</i></li> <li><i>Last month we were studying characters in our series reading and we learned that we can come up with our own thinking about the character traits, theories or even ideas about what the author was trying to teach us. Well we are going to be doing the same thing with our informational books. We are still going to be coming to our clubs with information we learned or found interesting but we are also going to be sharing our own thinking and reactions.</i></li> <li><i>Today I want to teach you how readers can have reactions to the information in their books.</i></li> </ul>
Teach	<ul style="list-style-type: none"> <li><i>When we were reading the book <i>Volcanoes</i> during our read aloud the author was teaching us that beneath the earth's surface it is really hot and sometimes magma travels through the cracks and comes out the vents to create a volcano. Then the next section talked about where those cracks and vents come from. We read that they come from places where the plates of the earth smash together or pull apart. And that scientists know where this happens. Well I was thinking about this part a bit more.</i></li> <li><i>I was thinking this is really important because if they know where the earth's plates are smashing together or pulling apart then that might help scientists keep better track of when a volcano might happen so they can warn people.</i></li> <li><i>Readers, it didn't say that know where this happens can help warn people instead it gave some information and then I thought about why it might be important and reacted to the text.</i></li> <li><i>I said this is really important because, I could also say... (display possible prompts we could say on chart, tent, bookmark, etc.)</i>  <i>This is really important because...</i>  <i>This part makes me feel...</i>  <i>This seems really surprising because...</i></li> <li><i>Readers as we read our informational books we think about what the author is teaching us but we also think about how we feel about that information. We can say things like...(repeat prompts)</i></li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li><i>I thought we could try this together in this next section. I am going to read this section about the Ring of Fire and as I read I want you to be thinking not only what the author is trying to teach but what do you think or feel about this information.</i></li> <li><i>Teacher reads a section of text- Then reviews prompts that could support talking about their</i></li> </ul>

## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

	<p>reactions</p> <ul style="list-style-type: none"><li>• Now I want you to share with the person next to you if you had a reaction to this part. Did it make you feel or think a certain way?</li><li>• Readers, it is important as we take in all this great information that we also ask ourselves how or what we think about the information. We can start to come up with our own thinking and questions.</li></ul>
Link	<ul style="list-style-type: none"><li>• Today when you go off to prepare for you book club, see if there are some parts in your book where you had a reaction. You can flag it with a post-it so you can share with your group when you meet.</li></ul>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"><li>• Touch base to make sure flagging reactions.</li></ul>
Book Clubs	<ul style="list-style-type: none"><li>• <i>Readers, today when you meet in book clubs be sure to share any of your thoughts or feelings you had about parts of your books. You can use the prompts we used to help you share your reactions.</i></li></ul>
After-the-Workshop Share	<ul style="list-style-type: none"><li>• If students need more support on reacting to text, the teacher may want to reinforce the teaching point by reading another section together and sharing reactions using prompts.</li><li>• Another option would be to have a few students share the reactions they had to their text.</li></ul>

## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

#### Lesson Plan

<b>Session</b>	8
<b>Concept</b>	Readers in informational book clubs build on what the author says with their own ideas
<b>Teaching Point</b>	Informational readers can share their revised thinking.

#### Materials

<ul style="list-style-type: none"> <li>Familiar book from Read-Aloud that was studied around a topic</li> </ul>	<ul style="list-style-type: none"> <li>Class R.A.N chart created in Read Aloud</li> </ul>
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<b>Tips</b>	<ul style="list-style-type: none"> <li>Prompts listed below to support ways to revise thinking about books could be posted on an anchor chart, put on table tents for book clubs, or made into bookmarks.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Readers before we started this unit we filled out a chart on our topics. We wrote down things we thought we knew about the topic and then as we read we started to learn more and realized that some of the things we thought we knew were either wrong or maybe misunderstood. We revised our thinking and even added to our thinking. That is what informational readers do! They are flexible! They don't just start reading and say I already know all about tornadoes! Instead, they start reading and say wow, I used to think this and now after I have read this book I think this. By being flexible and learning more about your topic can help you grow your ideas and thinking around a topic!</i></li> <li><i>Today I am going to teach you how informational readers can share their revised or changed thinking with their club members.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>As we read we start to learn and grow our understanding about our topic. Watch as I show you how readers share how their ideas about a topic have grown with their book clubs.</i></li> <li><i>First I want to share some ways to help us talk to our clubs about how we may have revised or grown our thinking about our topics. We could say things like I used to think...but now I'm thinking... My new thinking about... is different because... I thought I knew something about... but then I read this part that's says so now I think... I was right about ...and I also learned...</i></li> <li><i>Let me show you how this helps me when I share my thinking. I was thinking about the books we have been reading around the topic of weather in our Read-Aloud. And when we started reading about hurricanes and tsunamis, I really thought that hurricanes and tsunamis were similar. I thought they both have big waves. But after reading and thinking about what the author wanted to teach me about these topics I realized (teacher points to prompt she will use) I was right about hurricanes and tsunamis do have big waves and I also learned that they are created differently.</i></li> <li><i>Readers, did you see how I thought about my thinking about the topic weather and I thought about how my thinking may have grown or changed as I read more about the topic. And then I shared what might have changed with my thinking.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>Teacher may pick one think that the students thought they knew from the R.A.N. chart to talk about how students revised their thinking or she may want to let the students reflect on an idea they revised or grew after reading.</li> <li>Readers we have been reading about Weather in our Read Aloud. We started with some thoughts about what we thought we knew about Weather and then we read lots of books around weather and started to revise or change our thinking about what we thought we knew.</li> <li>I want you to think about something you may have revised your thinking about. As you think about your idea, look at our chart and see if you can use one of our prompts to help you tell the person next to you one thing or idea that you revised.</li> </ul>



## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

<b>Link</b>	<ul style="list-style-type: none"><li>• Readers as you go off to prepare for your clubs today be thinking about if there was an idea or concept that you may have changed your thinking about. You can flag that page or jot on a post-it that idea to share with your club when you meet.</li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Be sure to be reflecting on some ideas about your topics that may have grown. You can flag and think about a prompt that may help you share this with your book club.</li></ul>
<b>Book clubs</b>	<ul style="list-style-type: none"><li>• Students share their revised thinking using possible prompts.</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• If students need more support on how to share their revised thinking, the teacher may want to reinforce this teaching point by reading another section together and demonstrate using prompts.</li><li>• Another option would be to have a few students share how they revised their thinking they had in their text.</li></ul>

# Reading Unit of Study

## Second Grade: Informational Book Clubs, Unit 5

### Lesson Plan

Session #	9
Concept	Readers in informational book clubs build on what the author says with their own ideas
Teaching Point	Readers ask and answer questions of their text

Materials	
<ul style="list-style-type: none"> <li>Read Aloud topic books to demonstrate asking questions about text. The book used as an example in this lesson is <i>Hurricanes</i> by Michele Dufresne, Pioneer Valley Books.</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, table tents, book marks, etc. to record different ways to question text. See tips below.</li> </ul>

Tips	<ul style="list-style-type: none"> <li>The questions that the students are being pushed to ask of their text are such that would lead to deeper thinking about either one book or several related books about a topic. For example, a club may be reading about insects and question, “do all insect legs make noises like cricket legs do?” It is possible that an answer may not be found in the text but clubs may be able to use the information they have read to offer a possible solution.</li> <li>Prompts listed below to support ways to revise thinking about books could be posted on an anchor chart, put on table tents for book clubs, or made into bookmarks.</li> <li>The connection is a personal experience, alter to meet own needs.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers, in my family one thing that always drives my husband crazy is that my boys and I always are asking questions. We watch something on t.v. or we read something in a magazine or a book and we are always asking, why? My husband will always point out that we never just watch something and move on we always ask why? This is actually a good thing to do as a reader because it helps you grow ideas about a topic or even lead to reading more about topic.</i></li> <li><i>Today I am going to teach you how readers ask questions of their books and then push ourselves to look for answers.</i></li> </ul>
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Teach	<ul style="list-style-type: none"> <li><i>We can ask questions in lots of different ways but I put a few up here on this chart that might help you as you read and wonder. (Teacher can add these questions to a chart, table tent, bookmark, etc.)</i></li> <li><i>Some questions we can ask as we read are... Why do? How do? How come? Why Would?</i></li> <li><i>Watch as I use some of these questions to think about the books we have read together in Read Aloud.</i></li> <li><i>We have been reading about different kinds of weather. Books like hurricanes, tornadoes, and tsunamis. I was rereading this book about Hurricanes and thinking about how they name hurricanes each year and I was wondering, How come (teacher points to chart) they do not name tornadoes?</i></li> <li><i>Readers did you see how I read my book and then I asked a question. I am going to write that question down on a sticky note and put it right here on the front of my book.</i></li> <li><i>Now I am going to push myself to answer this question. Hmm... I wonder if they don't name tornadoes because there are so many more tornadoes that happen each year than hurricanes.</i></li> <li><i>Readers, did you see how I asked a question and then I pushed myself to answer it. I wrote it down on a sticky note because I want to be able to ask this question to my book club to see if they have other answers for my question.</i></li> </ul>
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Active Engagement	<ul style="list-style-type: none"> <li><i>We have all read these books and so now I am going to pretend that you are my book club. I am going to bring my question to you and see if you can push yourselves to answer it.</i></li> <li><i>First I asked my question using the prompts, and then I tried to push myself to answer it. Next I am going to ask my club my question and see if they can push themselves to answer it.</i></li> </ul>
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## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

	<p><i>Sometimes there are not answers to questions but based on everything we have read about our topic we might be able to come up with some possible answers.</i></p> <ul style="list-style-type: none"><li>• <i>I want you to turn and talk to the person next to you to see if you can come up with a possible answer.</i></li></ul>
Link	<ul style="list-style-type: none"><li>• <i>Today when you go off to read for your book clubs you can use the chart I put up here with possible questions to ask of your text. You can write your question down on a post-it and then push yourself to answer it. Then when you meet in clubs you can ask your questions to your clubs.</i></li></ul>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"><li>• <i>Readers, I want you to look up here. I want to share with you a question Will put on his post-it about his book, he asked....</i></li></ul>
Book Clubs	<ul style="list-style-type: none"><li>• <i>As you move into your clubs, determine if anyone came with questions they had about their text. Remember, you may not find the answer to your club members' questions but you could come up with a possible answer.</i></li></ul>
After-the-Workshop Share	<ul style="list-style-type: none"><li>• <i>Share a few questions and possible answers.</i></li></ul>

# Reading Unit of Study

## Second Grade: Informational Book Clubs, Unit 5

### Lesson Plan

Session	10
Concept	Readers in informational book clubs build on what the author says with their own ideas
Teaching Point	Readers can create their own captions to demonstrate their own thinking

#### Materials

<ul style="list-style-type: none"> <li>Familiar book from read aloud. The book used as an example in this session was <i>Earthquakes</i> by Franklyn Branley, <i>Let's Read and Find Out Science</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Post-it notes</li> </ul>
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Tips	<ul style="list-style-type: none"> <li></li> </ul>
Connection	<ul style="list-style-type: none"> <li><i>One thing that we know about informational books is that one feature that many of these books have are captions. The captions tell a little bit more about the picture and what the author is trying to teach us.</i></li> <li><i>Today I want to teach you that readers can make their own captions or add to the captions in the book. We can put together what the author teaches us, what the picture teaches us and what we think to make our own captions.</i></li> </ul>
Teach	<ul style="list-style-type: none"> <li><i>Watch as I show you how I did this in this book called <i>Earthquakes</i>. I want to turn to this page where it talks about what to do in an earthquake. I turned to this page because I was really thinking about what the author had said and the picture and I wanted to add more. The author is trying to teach us that it is important to go someplace where you are away from windows and under strong table, and the picture shows these kids under the table. Now I want to add what I am thinking to what the author and picture taught me. I want to add that an earthquake may be scary but knowing what to do is important to stay safe.</i></li> <li><i>I am going to write that on a post-it note and add this to this picture.</i></li> <li><i>I thought about what the author said, I thought about the picture and then I thought about my own thinking and added it to this post-it as a caption.</i></li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li><i>We are going to try this together on another page. On this page the author is teaching us about important things to have available in case of an earthquake. The picture shows us some items we might want to have ready if there is ever an earthquake.</i></li> <li><i>Now I am going to have you think if you were to put a caption on this page to add what you are thinking what might your add?</i></li> <li><i>Turn and share with your partner</i></li> <li><i>I heard some partners say that they would add, even though you don't know when an earthquake might happen it is important to have supplies just in case.</i></li> <li><i>So readers we can read what the author wants to teach us, look at what the picture wants to teach us and then decide is there a caption I might want to add about my thinking?</i></li> </ul>
Link	<ul style="list-style-type: none"> <li><i>Readers, today when you go off to read you can start thinking about what the author is teaching you, what the picture is teaching you and think about your own thinking. You can add a caption with a sticky note to show your thinking.</i></li> </ul>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <li><i>Readers, we probably will not have a caption for every page. We want to think about adding a caption on pages where we really thought a bit more about what the author had said and what the picture was showing.</i></li> <li><i>Sometimes there may already be a caption on the page and we may want to add another caption with our own thinking.</i></li> </ul>
Book Clubs	<ul style="list-style-type: none"> <li>Clubs should share any captions added to their books.</li> </ul>
After-the-Workshop Share	<ul style="list-style-type: none"> <li><i>Share some exemplar captions</i></li> </ul>

# Reading Unit of Study

## Second Grade: Informational Book Clubs, Unit 5

### Lesson Plan

Session	11
Concept	Readers in informational book clubs build on what the author says with their own ideas
Teaching Point	Readers envision what the author is saying by making a movie in their mind

#### Materials

- Familiar Read Aloud book. The book used in this demonstration was *Tsunamis* Chana Stiefel, Scholastic

#### Tips

- 

Connection	<ul style="list-style-type: none"> <li>Readers, the books we have been reading about weather have been really cool and kind of scary. When I read about the different types of weather and the way they form I can really picture what might be happening almost as if I were in the middle of one of these storms. We have learned from writing and our narrative reading that when we want to really picture an idea from our books we can stop and picture what is happening in our minds. We can pretend we our making a movie in our minds.</li> <li>Today, I am going to teach you how you can picture what the author is saying in your informational books by making a movie in your mind.</li> </ul>
Teach	<ul style="list-style-type: none"> <li>Readers, I want to show you how I made a movie in my mind about how Tsunamis begin. We have read in our book about Tsunamis how there is usually an earthquake or volcano that happens under the sea. And then slowly this causes the water to move back from the land and then slam back into the land with high waves. I want you to watch as I make a movie in my mind about how I picture what the author is trying to teach.</li> <li>First, I can picture the boats out in the ocean and they are fishing and all of a sudden there is a little wave that moves the boat and then the fisherman look up and can see and hear a big wave forming and heading right toward shore. I can see the look on their faces, I can hear the waves.</li> <li>I was making a movie in my mind about how the tsunami form just like the author was trying to teach us. This helps me really understand and picture what that might look like.</li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li>We are going to try and make a movie in our minds on this page. On this page the author is teaching us about how one person in Thailand was stuck in the middle of a tsunami and she survived by holding onto a palm tree as the waves crashed into everything around her.</li> <li>I want you to close your eyes and picture yourself holding really tight to a palm tree. I want you to picture what that might look like, feel like and then start to make a movie in your mind as the waves start to hit you and the things around you.</li> <li>Give me a thumb up if you can picture this happening? Give me a thumb up if you were a little scared in your movie?</li> <li>Storms like tsunamis can be scary and by making a movie of what happens during these storms can help you really understand what the author is trying to teach you.</li> </ul>
Link	<ul style="list-style-type: none"> <li>As you are reading about your topics today, I want you to see if you can stop and make a movie in your mind. We made a movie in our mind about the storms we were reading about but you might make a movie in your mind about how the tree frog gets its food, or how machines can move big things like houses. Whatever you decide to stop and think about and make a movie in your mind, flag that page. When we move into our book clubs we can share how we really thought about what the author was teaching and made a movie in our mind about it. We can share our movies with our clubs.</li> </ul>
Mid-Workshop	<ul style="list-style-type: none"> <li>Use workshop to touch base or coach readers with making a movie in their minds.</li> </ul>

## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

<b>Teaching Point</b>	
<b>Book Clubs</b>	<ul style="list-style-type: none"><li>• Remind clubs to describe movies that made about parts of their books.</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Demonstrate with another book how making a movie in your mind helps you picture what the author is teaching.</li></ul>

# Reading Unit of Study

## Second Grade: Informational Book Clubs, Unit 5

### Lesson Plan

Session #	12
Concept	Readers in informational book clubs can compare and contrast information about their topics
Teaching Point	Readers compare what they have learned to something similar to their lives.

Materials	
<ul style="list-style-type: none"> <li>Familiar read aloud book. The book <i>Hurricanes</i>, by Michele Dufresne was used as an example in this session.</li> <li>R.A.N. chart created in Read Aloud</li> </ul>	<ul style="list-style-type: none"> <li>Post-it notes</li> </ul>

Tips	<ul style="list-style-type: none"> <li>Book clubs should be ready to select to club baskets.</li> <li>Active engagement will be done as guided practice.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers, I have been so impressed with all this big work you have been doing in your clubs. You have been thinking deeply about your topics, asking and answering questions you have about your topics and helping each other with confusions. Now that we have read so many books across topics we are going to start thinking about what we have learned about our topics that are similar and what we have learned that are different.</i></li> <li><i>Today I am going to teach you how we can compare things we have learned about our topics to something similar in our own lives. This helps us as readers to draw new conclusions or thinking about our topics.</i></li> </ul>
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Teach	<ul style="list-style-type: none"> <li><i>Readers we have been reading about different types of weather. Some of the weather or storms we have read about really do not happen where we live. We never will have a tsunami or hurricane in Michigan. But we have other weather in Michigan that I could compare these types of storms too. I want you to listen as I compare something I learned about in our weather books with something similar to my own life.</i></li> <li><i>I was thinking about how when a Hurricane starts to form it starts out as just a storm and then slowly get bigger and bigger. We read that since it grows slowly across the water it gives meteorologists time to warn people about the hurricane. I was thinking this is really similar to what sometimes happens to us in the summertime. The weather starts to change and the meteorologists send us warnings that we might have a bad storm coming our way. It is helpful to get the warnings because then you have time to get ready. I turn off my computer and look for the flashlights. I bet this is a lot like what the people do when they get a hurricane warning too, they get ready.</i></li> <li><i>So readers, did you see how I thought about something I learned about weather and compared it to a something similar in my own life. It helped me understand that even though I have not been in a hurricane it is a lot like getting reading for a bad thunderstorm. That helps me understand even more about hurricanes. I am going to tuck a post-it note on the front of these books to help me talk about what is similar in these books with my club.</i></li> </ul>
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Active Engagement	<ul style="list-style-type: none"> <li><i>Let's try this together. I thought we could take a look at our R.A.N. chart and think about one of the facts we revised as we read and think if this is similar to something in our own lives. When I look at some of our notes, we wrote that different types of storms happen during different times of the year. Like hurricanes usually happen in the summer and tornadoes usually happen in the spring and summer. People all over the world have different drills to help them practice to get ready for a storm.</i></li> <li><i>I was thinking how are the practice drills people have for hurricanes or earthquakes similar to something in our lives?</i></li> </ul>
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## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

	<ul style="list-style-type: none"><li>• <i>Think about that and turn and tell the person next to you.</i></li><li>• <i>I heard some of you say that we practice drills throughout the school year. Someone even said that if there was a drill in the winter, she would be pretty sure it wasn't a tornado because they happen in the spring.</i></li></ul>
Link	<ul style="list-style-type: none"><li>• <i>Readers as we start reading about our topics we can start to compare some of the things we are learning with things that are similar to our own lives. We can read a bit and think is this like something that has happened in my life or like something I already know?</i></li><li>• <i>It will be important to stop and jot your comparisons so you can share with your club members.</i></li></ul>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"><li>• <i>Readers, I want to share with you a comparison Jill made when she was reading about polar bears. She read that the mother bears take care of their babies by getting them food and keeping other animals away. She said this is similar to how people take care of their babies too!</i></li></ul>
Book Clubs	<ul style="list-style-type: none"><li>• <i>Book clubs as you start to share some of the information you read about that was similar to something in your life, try and see other members of your clubs could add something else that was similar in their lives. For example, if Jill shares about how the mother polar bear gets food for her babies is like how humans get food for their babies maybe someone might add that is also how my dog takes care of her puppies.</i></li></ul>
After-the-Workshop Share	<ul style="list-style-type: none"><li>• <i>Readers, today as we worked we were really thinking about comparing our books to things that are similar to our own lives. Tomorrow we are going to think about comparing facts that are different.</i></li></ul>



# Reading Unit of Study

## Second Grade: Informational Book Clubs, Unit 5

### Lesson Plan

<b>Session</b>	<b>13</b>
<b>Concept</b>	<b>Readers in informational book clubs and compare and contrast information about their topics</b>
<b>Teaching Point</b>	<b>Readers think about the differences in the information they are learning and explain those differences.</b>

<b>Materials</b>	
<ul style="list-style-type: none"> <li>Familiar books used in Read Aloud to demonstrate differences in information. The books <i>Hurricanes</i> by Michele Dufresne, Pioneer Valley Press and <i>Tsunamis</i> by Chana Steifel, Scholastic were used as examples in this session</li> </ul>	<ul style="list-style-type: none"> <li><b>Post-it notes</b></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li></li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li><i>Readers yesterday we started thinking about ideas or facts we learned that were similar to our own lives. Today we are going to think about differences in our books. We read lots of books about similar topics. As we have read we have noticed that one book might talk about way storms are formed but the other book may just focus on one type of storm.</i></li> <li><i>Today we are going to think about the differences in the information we have learned about our topics and then try and explain these differences to our clubs.</i></li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li><i>Watch as I show you how you can notice differences.</i></li> <li><i>First it is helpful if you first identify the differences first. You start by thinking what makes these two things different.</i></li> <li><i>I have these two books that we have read <i>Hurricanes</i> and <i>Tsunamis</i>. Let me think what makes these two things different. Well, they are different because a hurricane is a powerful storm and a tsunami is a series of waves.</i></li> <li><i>Next it helps to explain these differences. Ok, let me explain. A hurricane forms when heat and energy connect over warm waters but a tsunami forms from an earthquake or volcano that erupts underwater.</i></li> <li><i>Now I am going to quickly jot my thinking about what is different on a post-it note.</i></li> <li><i>Readers, first I thought about what I read that were different, and then I explained those differences.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li><i>Let's try this with some of our books we have read and studied about weather during our read aloud. I am going to hold up two of our books and I want you to first think about what is different.</i></li> <li><i>Teacher holds up two books.</i></li> <li><i>Turn and tell the person next to you.</i></li> <li><i>Now I want you to think for a few minutes how you could explain the differences.</i></li> <li><i>Turn and explain some differences. (Teacher may need to coach in for some students or support with prompting)</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li><i>Readers when you go off to prepare for your book clubs think about the differences you are noticing about your books. Remember to first identify the difference then think about how you would explain the differences. You can jot you thinking on a post-it to help you remember when you move into book clubs.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li><i>Readers could you look up here for a few minutes. I want to show you another way to think about differences in your books. Sometimes we not only noticed differences across our books but we also notice differences within our books. For example, in this book Kayla was reading about chimpanzees she noted that chimps use tools to eat but they also use tools to make their nests. They use tools for different reasons. So she is thinking that chimps use tools differently.</i></li> </ul>

## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

	<i>Sometimes they use them to cut their food but sometimes they use them to make their nests.</i>
<b>Book Clubs</b>	<ul style="list-style-type: none"><li>• Share and explain differences they noticed across or within their books using their post-its.</li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Highlight some differences students noticed.</li></ul>

# Reading Unit of Study

## Second Grade: Informational Book Clubs, Unit 5

### Lesson Plan

Session	14
Concept	Readers in informational book clubs and compare and contrast information about their topics
Teaching Point	Readers can compare and contrast information within and across their books

#### Materials

<ul style="list-style-type: none"> <li>Familiar books from Read Aloud</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, table tents, book marks, etc. to record different ways to compare and contrast text. See tips below.</li> </ul>
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Tips	<ul style="list-style-type: none"> <li>Prompts listed below support ways to compare and contrast thinking about books. These prompts could be posted on an anchor chart, put on table tents for book clubs, or made into bookmarks.  <i>On this page... but on this page...</i>  <i>In this book...but in this book</i>  <i>The difference between... and... is...</i>  <i>What's the same about these two ...is...</i>  <i>Unlike the... in this book the... does (doesn't)</i>  <i>When we were learning about... we learned... but now that we're learning</i></li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers we have been talking about how some of the information in our books are similar and how they are different. We have shared these similarities and differences with our clubs. Today, we are going to push our thinking even more as we compare and contrast the information we have learned in our books.</i></li> </ul>
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Teach	<ul style="list-style-type: none"> <li><i>On this chart I created some prompts that we could use to help us stretch or push our thinking about the information we learned in our books. (Review chart)</i></li> <li><i>Watch as I think about my book Hurricanes and use the prompts to stretch my thinking as I compare and contrast the information I have learned.</i></li> <li><i>When I was reading this book Hurricanes I was thinking about the high winds that cause so much damage during a hurricane. Like <b>on this page</b> (teacher points to prompt) where it talks about how the wind speeds reach over 74 mph to be considered a hurricane. It made me start to think that most of the damage happens from the wind. <b>But on this page</b> the author explains how the winds cause the water to come together in a mound and when it hits land there is a big wave or surge of water. So it is not only the winds but also the water that make hurricanes so dangerous.</i></li> <li><i>Readers, I could have just read these pages and moved on but instead, I started to think about the information across the pages. I thought about what it said on one page and what it said on another. Then I used this prompt to help me stretch my thinking.</i></li> <li><i>We can use these prompts to help stretch our thinking about comparing and contrasting within a book or we could use them to compare and contrast across our books.</i></li> <li><i>Watch as I show you how this might look across my books.</i></li> <li><i>I have two of our books Stormy Weather and Tornado Alert. I noticed that <b>the difference</b> between the book Tornado Alert <b>and</b> this book Stormy Weather <b>is</b> that in this book Tornado Alert it gives information about what to do and how to prepare for a tornado and in the section about tornadoes in the book Stormy Weather it gives more facts and information about what is a tornado and how they are formed.</i></li> </ul>
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Active Engagement	<ul style="list-style-type: none"> <li><i>Readers, I showed you how we can use these prompts to stretch or push our thinking as we compare and contrast information within and across our books. Let's try this together using another prompt to talk about some of the books we have read and studied during read aloud.</i></li> </ul>
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## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

	<ul style="list-style-type: none"><li>• <i>Let's try using the prompt, what's the same about these two...is...</i></li><li>• <i>How about we use the same two books I used, Stormy Weather and Tornado Alert. I talked about what was different but we can also compare what is the same.</i></li><li>• <i>Turn and talk to the person next to you about some things that are the same. Try saying, What's the same about these two books is...</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Readers we are always trying to think about all the information we have learned and how it might be alike or different from information we already know. The prompts we used today can help us with that thinking.</i></li><li>• <i>Today when you are reading see if you can push your thinking by using a one of these prompts to compare and contrast the information in your books. Try putting a sticky note on the books you did this with so you can share your thinking with your club.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Highlight some of the students using the prompts to push their thinking.</li></ul>
<b>Book Clubs</b>	<ul style="list-style-type: none"><li>• <i>Readers as you begin to talk about your sticky notes and how you pushed your thinking about your books, see if you can respond to your club members too. You might say, tell me more about that or where does it say that in the book.</i></li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• Highlight a few students that used a different prompt to stretch their thinking.</li></ul>

## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

#### Lesson Plan

Session #	15
Concept	Readers in informational book clubs and compare and contrast information about their topics
Teaching Point	Informational readers use words like always, sometimes, never, rarely, etc. to talk about how often information shows up in their books.

#### Materials

<ul style="list-style-type: none"> <li>Familiar books from read-aloud</li> </ul>	<ul style="list-style-type: none"> <li>Chart paper, table tents, book marks, etc. to demonstrate words to use when talking about topics. See tips below.</li> </ul>
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Tips	<ul style="list-style-type: none"> <li>Vocabulary listed below support ways to talk about how often information shows up in students' books. These prompts could be posted on an anchor chart, put on table tents for book clubs, or made into bookmarks. Always Sometimes Never Rarely All Most Many Few</li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers you have been reading and talking about your books and you are really becoming experts about your topics. As you have been reading, you have noticed and talked about things that are similar or different about your topics. I bet you have even noticed that the information you have learned about your topics could help you talk more specifically about the information you learned. For example, I heard the Spartan book club talking about their topic cats. I heard them saying things like <b>most</b> tigers live in forests and jungles, or that <b>many</b> people have cats as house pets. They had read so many books about cats and knew that the information about cats was in many of their books, so that they could use words like; most, many, sometimes, rarely, etc. to talk about this information.</i></li> <li><i>Today I want to teach you how you can think and talk about your books by using words like always, sometimes, never, rarely, all, most, many, etc with your book clubs.</i></li> </ul>
Teach	<ul style="list-style-type: none"> <li><i>For example, in all the books that we have read about hurricanes we have learned that hurricanes <b>mostly</b>(point to list) happen during the warmer months of the year. We could also say that they <b>rarely</b> happen in the winter.</i></li> </ul>
Active Engagement	<ul style="list-style-type: none"> <li><i>Readers we have read a lot about weather, let's try this with the person next to us. If we were to think about everything we have read and learned about tornadoes what would be something we could say either always happens, (review chart).</i></li> <li><i>Turn and talk to your partner about what words we could use to share this information.</i></li> <li><i>See if you and your partner could use another word from our list to describe other things we have learned about tornadoes.</i></li> </ul>
Link	<ul style="list-style-type: none"> <li><i>Readers, as you prepare to think and talk about your books with your clubs see if you can use some of these words to give some specific information about your topic. I will be putting this words on table tents at your tables.</i></li> </ul>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <li><i>Use mid-workshop to support using some vocabulary words to talk about their topics</i></li> </ul>

## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

<b>Book Clubs</b>	<ul style="list-style-type: none"><li>• <b>Teacher may want to coach into clubs to support using words like most, rarely, etc.</b></li></ul>
<b>After-the-Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Readers, I am so impressed with all the learning and talking we have done in this unit. Give me a thumb up if you have learned a lot! Well tomorrow we are going to wrap up our informational book club unit by putting together all the information we have learned this month so we can share our learning with others.</i></li></ul>

## Reading Unit of Study

### Second Grade: Informational Book Clubs, Unit 5

#### Lesson Plan

Session	16
Concept	Readers in informational book clubs and compare and contrast information about their topics
Teaching Point	Readers celebrate their learning

#### Materials

<ul style="list-style-type: none"> <li>Familiar read aloud to demonstrate most important information to share.</li> <li>R. A.N. chart from Read Aloud</li> <li>Book club folders</li> </ul>	<ul style="list-style-type: none"> <li>Materials needed for the celebration will be determined by the type of celebration chosen. See tips below for suggestions.</li> </ul>
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Tips	<ul style="list-style-type: none"> <li>There are many ways students can share their learning depending on time and resources. A few options could be to have a museum share where visitors come into the room and each club could share what they studied as they become the teachers of this topic. Videos could be created and shared on the school TV, or students could simply teach another club in their classroom about their topic.</li> </ul>
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Connection	<ul style="list-style-type: none"> <li><i>Readers our brains are just filled to the brim with information, ideas, and wonderings about our topics that we have studied these last four weeks. As we wrap up our book club unit on informational reading I didn't want all our knowledge to get pushed aside and forgotten. Instead, I thought we could share all the things we have learned and spread the excitement about our topics with others.</i></li> </ul>
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Teach	<ul style="list-style-type: none"> <li>Teacher will need to see tips to determine how the students will share their learning.</li> <li><i>Readers, as we get ready to share our knowledge with others, we are going to first decide what is going to be the most important information to share. We have learned so much about our topics but we can't share everything, just the most important information.</i></li> <li><i>One way our club can decide what is the most important information is to look at the R.A. N. charts you have been keeping in your clubs.</i></li> <li><i>When I look at the R.A.N. chart we created on weather I can look at some of the post-its we added to the sections about what we confirmed, or added to our learning in what our reading made us wonder.</i></li> <li><i>Teacher demonstrates talking about some of the important post-its.</i></li> <li><i>I think this is important for people to know about when these different types of bad weather happen, so I am going to pull this post-it.</i></li> </ul>
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Active Engagement	<ul style="list-style-type: none"> <li><i>Help me by taking a look at some of the other post-its we created.</i></li> <li><i>Turn and talk to your partner, what else would be important to share with others about what we learned about weather?</i></li> </ul>
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Link	<ul style="list-style-type: none"> <li><i>Readers now that we have decided on the most important information to share we can start to put together our (how students are going to present this information and with who will be decided by classroom teacher).</i></li> </ul>
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Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <li>Teacher may need to use this time to highlight ways different groups have determined most important information.</li> </ul>
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Book Clubs	<ul style="list-style-type: none"> <li>Clubs will need to determine important information to share and begin working on presenting to others</li> </ul>
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After-the-Workshop Share	<ul style="list-style-type: none"> <li>This may be used as time for students to present. Most likely more time will be needed.</li> </ul>
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