

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

ELA Reading Common Core State Standards Lesson Plan



2nd Grade

Unit 3 - Readers Learn from Informational Reading

06/10/2015

Reading Unit of Study
2nd Grade: Readers Learn from Informational Reading, Unit 3
Table of Contents

Background Section

Abstract 1

Background Information 2

Sample Unit Section

Resources and Materials Needed 3

Why a script?..... 4

Overview of Sessions – Teaching and Learning Points..... 5

Routines and Rituals..... 6

Read Aloud with Accountable Talk (Interactive Read Aloud)..... 8

Lesson Plans 10

Resource Materials Section

See Separate Packet

Please note: A unit may have additional information under the background section.

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Abstract

This unit creates excitement around informational reading. Students will learn about the wonder and excitement found in these books. They explore how informational books give information, as well as provide answers and awaken questions. Students learn how to use features of books to gain meaning, how to problem solve domain-specific vocabulary words, and think about how to compare topics across books. It is important to note that this unit will be based around the social studies topic of communities; however, the goal is to help students to use this learning and apply it to other informational books. Depending on availability of text, other content area topics could be substituted.

In the first part of this unit, students will be explorers of informational books. Students will learn how to use book layout, text features, and prior knowledge as previewing strategies to get the “lay of the land” of their informational books. They will quickly learn that informational text is read differently than fiction. Rather than a storytelling voice, informational text is read in a telling voice. Furthermore, informational readers can use intonation to convey meaning and to help point out important information. The first part of this unit thus provides information on how informational books are different than fiction and sets them up for reading longer stretches of engaged reading time with informational books.

The second part follows with strategies readers need to use when reading informational text. Readers learn how to ponder over words, phrases, and sentences, rather than rushing through text. They learn that they can ask and answer questions about their topics as they read and react to their learning. They ask questions like, “What does this mean?” or “What have I learned so far?” This part of the unit also demonstrates how readers can think about how information on one page relates to other pages in the book. Furthermore, readers come to understand that as they read they might have new learning and that they may need to go back and reread to sort and categorize the new information in their minds.

The third part of this unit demonstrates ways readers can problem-solve content-specific words. Strategies are built upon previous units using meaning, structure, and visual information, as well as finding parts of words to problem-solve unknown words. Readers not only problem-solve and decode words, they also think about their meanings.

This last concept focuses around book clubs. It solidifies work already done within this unit and reminds students that the strategies and thinking they have done thus far can be used with any book. This last concept utilizes text sets around topics. These sets of books should be all around the same topic (i.e. Sharks) and may have multiple copies at the same level. Book clubs are created to study these topics. This work will support the collaborative study of many texts and allow students to compare and contrast information within these texts. Working within book clubs, students will explore, talk, and discuss how each text relates to one another and provides similar and different information. In exploring how each text impacts their thinking on a topic, students consider author’s purpose and audience.

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Background Information

As with starting any new unit of study, the library undergoes a transformation to correspond with the genre you will be teaching. To prepare for this unit, it is important to pull all your non-fiction books. Be sure to collect high-interest books, as well as books that represent the different reading levels within your classroom. It will be important to include books that exhibit the nonfiction text features listed in the Common Core State Standards (headings, table of contents, index, tables, charts, etc.). Since this unit has a social studies focus on communities, a text set collection on this topic is recommended.

As books are collected, levels can be placed on the corners or backs of books. To launch this unit, a suggestion would be to have the students help sort the books by topic in order to organize the library. Once books are sorted by topic, students can make baskets with labels to house the books. This sorting will help students become familiar with the books available to them, spark their interests, and give them ownership of the library.

It will be important that students understand how to pick “just right books”. In previous units, lessons were taught on how to select “just right books”. It may be necessary to revisit or reteach this concept again. Teachers should ensure that readers do not get caught up in informational books that are too difficult, basing their “just right” judgment solely on beautiful, glossy pictures. On the other hand, readers should not be breezing through text that is too easy. The main focus is to get “just right” informational text into the hands of readers.

Book clubs will begin in this unit. It is assumed that second graders will have had some book club experience in first grade. If this is the first time doing book clubs, you may want to spend a few extra lessons demonstrating the work that go on in book clubs. Some big ideas to convey to students are:

- Book clubs are a place for readers to learn through conversations
- Book clubs think and plan what they might want to talk about

Tips for Book Clubs

Book clubs in the second grade is an engaging way to orchestrate literacy instruction. Some teachers decide to have established partnerships meet to study a topic and they automatically become the “SHARK” club. Other teachers choose to survey the class by asking them to list 3 topics they would like to learn more about. Readers submit a post-it listing their top three choices and the teacher arranges clubs based on these choices, reading levels and book resources. In this second option, readers may or may not be meeting with their previous partner, but with other individuals at like levels interested in similar topics. A reading club might consist of two to four readers. Integrating science or social studies topics may interest teachers, but if book resources are slight in these categories, choosing topics of interest to your readers is also an option. If two to four readers are going to study frogs, teachers will fill the basket with about two books per reader of different titled books on that topic to read and discuss.

Book club baskets in second grade could contain books or other text (map, brochure) that pertain to the topic of the reading club. Ideally, the priority is to include just right reading leveled informational text on the informational topic and then maybe a title or two that would be considered high interest and readable through diagrams, photographs, pictures and captions. If many book choices are at your disposal, leveled and high interest...choose books with rich pictures, places where readers will “oooh” and “aaah” and can ultimately learn from the pictures as well as the text. .

The decision to place fewer books in the book club basket is strategic. If there is at least one book per reader and possibly one additional book per reader, this is quite enough. A large reason for choosing book clubs is to allow for time to talk and for the teaching and lifting of conversation. When readers are overwhelmed with baskets containing many books, their impulse is to spend all of their time reading; flipping through pages, looking over every book. The idea is to provide a few texts. You will want enough for each reader to study during reading time and enough for readers to compare information. Having only a handful of text also ensures that every reader in the club will have the opportunity to read the same books, further adding to the complexity of thinking and talk as a result of having read like titles.

Typically, teachers find that readers enjoy and grow so much from reading clubs encouraging multiple cycles of clubs throughout the year. Reading clubs make a lot of sense near the final weeks of units, once readers have built more sophisticated reading strategies. Character and series clubs, word solving clubs, and author study clubs are just a few variations that could use the same organization process.

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Resources and Materials Needed

Teacher Resources

- Non-fiction text sets
- Non-fiction text
- Chart paper
- Folders for book clubs
- Post-its
- Read-Aloud with Accountable talk link found in resource section of atlas

Professional Resources

- Calkins, L. (2001). *The Art of Teaching Reading*. Boston: Allyn and Bacon.
- Calkins, L. (2011-2012). *A Curricular Plan for Reading Workshop, Second Grade*. Portsmouth, NH: Heinemann.
- Collins, K. (2004). *Growing Readers: Units of Study in the Primary Classroom*. Portland, MA: Stenhouse
- Collins, K. (2008). *Reading for Real: Teach Students to Read With Power, Intention and Joy in K-3 Classrooms*. 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.
- MC3 Social Studies Second Grade Unit- Communities

<http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/UnitCalendar?SourceSiteID=&CurriculumMapID=43&YearID=2014>

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

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 “coach” for teachers. Teachers, whether new to the teaching profession, new to reading workshop, or new to some common core standards, may benefit from having these 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 that students will need to use during independent work. A mini-lesson has a set architecture.

Independent Reading and Conferring

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 a 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).

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

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 read informational text to learn about their world.

- Session 1 Readers get their libraries organized for informational reading.
- Session 2 Readers get their mind ready to read informational text.
- Session 3 Readers read informational text with a teaching voice.
- Session 4 Readers organize what they learn about their topic into categories.
- Session 5 Readers use the topic sentence to think about what they have learned.
- Session 6 Readers retell their informational text to their partners.
- Session 7 Readers and partners ask and answer questions about the text as they retell.

Concept II Readers read, process and think with informational text.

- Session 8 Readers study the pictures and connect them to the text.
- Session 9 Readers jot their thoughts and questions about text.
- Session 10 Readers identify the author's purpose.
- Session 11 Readers identify textual evidence/specific points that support their thinking about the author's purpose.

Concept III Readers problem solve when they encounter content-specific words

- Session 12 Readers use all they know to figure out the meaning of a tricky word.
- Session 13 Readers can find parts of the word to help them figure out words.
- Session 14 Readers can jot down the tricky words and work with their partner to help figure out the words.

Concept IV Readers compare and contrast a topic across multiple texts

- Session 15 Readers make a plan for how to begin their work together.
- Session 16 Readers in clubs talk long about their ideas and questions to grow ideas about their topic.
- Session 17 Readers compare and contrast important points to build their understanding about a topic..
- Session 18 Readers compare and contrast authors' purpose.
- Session 19 Readers celebrate their learning by sharing their big ideas.

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

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
- 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.)

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

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

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

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Read-Aloud with Accountable Talk (Interactive Read Aloud)

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 that 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 the kinds of conversation children are expected to have with their partners during independent 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.

Read-Aloud with Accountable Talk Planning Continuum

	September	October	November
Unit of Study	Launching the Reading Workshop	Character Unit	Informational
Read Aloud Books	<ul style="list-style-type: none"> Utilize Narrative and Informational Text Equally, initially. Turn to narrative strong character text final week. 	<ul style="list-style-type: none"> Utilize Narrative strong character books, initially. Turn to informational text final week. 	<ul style="list-style-type: none"> Utilize Informational text initially. Turn to series reading or varied genre narrative the last week.
Read Aloud Focus	<ul style="list-style-type: none"> Readers think about how the title, chapter titles, the blurb on the back and the story fit together Readers have big thoughts about books before they begin reading the first page. They say how the book may go and think about authors intent or message Readers pay attention to the pieces of text and how they fit together, like a puzzle. Readers, stop to think, making their picture clear, checking whether the pieces of text fit together, and revise thinking if needed. Readers finish books and then stop to think about the BIG IDEAS. Author's message or intent. Readers reread books, noticing new thoughts because of smooth reading and clearer pictures in mind, leading them more. 	<ul style="list-style-type: none"> Readers pay attention to characters wants and troubles Readers think about character traits and feelings Readers think about what their character is trying to tell them Readers make notes and charts to help keep track of character actions, dialogue and feelings and what these say about their character Readers know characters can lead them to bigger thinking about author's message Readers follow characters actions dialogue and feelings through the entire story. Readers know characters typically struggle or have a problem, and they read forward with that in mind. Readers, ask, "Has this character changed? Why?" Readers know informational text is read with a different voice that conveys the meaning 	<ul style="list-style-type: none"> Readers bring more to the text than just the words and pictures informational text. (prior knowledge, inference, visualization, connections) Readers have ways of finding meanings to unknown words by thinking about the topic and using the words around it. Readers think about other words like the tricky word and connect that knowledge to unlock meaning. Readers can use the topic sentence to think about the information they will read. Readers can read more than one book on a topic and compare and contrast the information. Readers know jotting and talking about informational reading adds more understanding. Readers can use gestures and their voice to teach others

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<ul style="list-style-type: none">• Understanding.• Readers think about the words they are reading and let the words create more meaning by visualizing and inferring.• Readers stop to talk to themselves or jot about tricky parts before reading on.• Readers have lots of ways to solve tricky words, including drawing on word meanings• Readers are always asking, “Does this make sense?” and holding what they already know as they read forward.• Readers pay attention to characters wants and troubles• Readers think about character traits and feelings• Readers think about what their character is trying to tell them	<p>of the text. (Sound like a scientist or news reporter)</p> <ul style="list-style-type: none">• Readers know that they can become smarter by reading informational text.• Readers weave text features into their reading to learn more.• Readers read and then retell what the text is about.• Readers bring more to the text than just the words and pictures informational text. (prior knowledge, inference, visualization, connections)	<p>about their informational reading.</p>
--	--	--	---

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	1
Concept	Readers read informational text to learn about their world.
Teaching Point	Readers get their libraries organized for informational reading.

Materials	
<ul style="list-style-type: none">● Empty book bins● Labels for book bins	<ul style="list-style-type: none">● Informational books (leveled)

Tips	<ul style="list-style-type: none">● See background information section● The connection is based on a tour of the school library. Change according to connection being made.● This first session does not follow a typical workshop format. The focus is setting up the library for the new unit of study, in order to create excitement and give ownership to the library.● Since this session does not follow a typical format, you may want to let students shop for books following the organizing of the library.● You may need to pull additional books from your leveled library or book room.● This may take more than one day, sort on one day merge the next● Remind teachers students are still reading on this day.● This session could be done with students in small groups.● An option for this activity could be to take the labels off the book boxes and have students look through the boxes and decide on a new label.
-------------	---

Connection	<ul style="list-style-type: none">● <i>Readers, when we spent time observing our school library, we were noticing how Mrs. Smith took the time to make our library organized in a way that we could quickly find the books we were looking for. She didn't just throw all the books she had together on the shelves. Instead, she sorted them in a way that would be helpful. We are going to be librarians like Mrs. Smith, and we are going to organize our library for a new unit of study in nonfiction reading. We are going to prepare our library for this important reading work that we are about to do. Today I am going to teach you how readers get their libraries organized for informational reading.</i>
-------------------	--

Teach	<ul style="list-style-type: none">● <i>One thing readers do when they get their libraries organized is they look at all their books and decide how they want to sort their books. Watch as I show you how this works.</i>● <i>I have a bin of books and I am going to study these books a bit and decide how I could organize them. Hmm... when I look at this book, it is about animals. I will make a pile for animals. This next one is about cars. Maybe I can start a pile for vehicles. This is about wolves. Oh, I think I will put that with the animals. This next one is about frogs, etc. (Teacher continues modeling sorting into some categories)</i>● <i>Readers, did you see how I studied my books and decided which books could go together and organized that way? I am going to put you into some groups and have you sort some books too, so we can get our library organized for our informational reading unit.</i>● <i>Put students into groups of three or four with a basket or carton of books to sort per group.</i>
--------------	--

Active Engagement	<ul style="list-style-type: none">● <i>Readers, you are going to work to sort your books in your bins into categories too.</i>● <i>After groups have sorted, combine some groups to merge their sorts.</i>● <i>Lastly, come back together, provide empty bins for the sorted books, and label cards to label bins.</i>
--------------------------	--

Link	<ul style="list-style-type: none">● <i>Readers, look at the awesome job you did at organizing our library for our new informational reading</i>
-------------	---

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<i>unit. We have so many different types of books, and we can quickly find our books because you organized them so well. Now, when we shop, we can find the books we are interested in!</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">•
Partnerships	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• <i>When you were sorting, I bet you noticed some really cool books that you would be interested in reading. We are going to shop for our books so that we are all set to start our new unit on informational text.</i>

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	2
Concept	Readers read informational text to learn about their world.
Teaching Point	Readers get their minds ready to read informational text.

Materials	
<ul style="list-style-type: none">Informational text with different text featuresStudents' book bins with nonfiction/informational text	<ul style="list-style-type: none"><u>Where do Plants Grow</u> by Louise Spilsbury, and Richard Spilsbury or another similar book that has a variety of text features

Tips	<ul style="list-style-type: none">Do not get too preoccupied with the text features- the goal is to move students to reading for meaning not focusing solely on the text features. Ex. If the book has a timeline, it would suggest that there will be information, that may have dates and will probably go in order.You may choose to use thinking stems/sentence starters, visuals and gestures for students who need more support.
------	--

Connection	<ul style="list-style-type: none"><i>Readers, we have begun our informational reading unit. We organized our library and we are ready to dig into our new books! Yesterday we started to set up our library, and we took some time to study the books to get a sense of what the books were about so that we could sort them. Well, today I want to show you that when informational readers begin reading, they do a quick study of their books to get their minds ready to read. They look at the table of contents, headings, and subheadings to get a sense of what the book is about, in order to get their minds ready to read.</i>
------------	---

Teach	<ul style="list-style-type: none"><i>Watch as I show you how readers do a quick study of their books to get a sense of what their books are about. When I pick up this book titled, <u>Where do Plants Grow?</u> I think, "Hmm... the title tells me about different plants, and I notice that in the table of contents it lists lots of places where plants grow. As I flip through the book, I see lots of pictures which I bet will show me some of the places where plants grow. Also, it looks like the pictures are using labels pointing to different plants. I see some bold words, so there are some important words that I need to pay careful attention to (continue noticing text features). So, by flipping through this book, I think I am going to find out about the many places where plants grow and why they might grow in different places. (If the book has a blurb on the back this is another place to point out to students).</i><i>Model with another book, thinking about the book out loud. "Oh, this has... and this has..."</i><i>Readers, did you see how I quickly flipped through my books before I started reading them, so that I got a sense of what the book is about? I looked at the different features and thought about what it would be about. This helps to get your mind ready to read.</i>
-------	--

Active Engagement	<ul style="list-style-type: none"><i>You all have your book bins in front of you. I want you to get your minds ready to read too. You are going to do a quick study of a book and think about what information you will find in your book. You can look at the title, the cover, and the pages.</i><i>Students independently try doing a quick study.</i><i>Now that you have done a quick study of your book, I want you to turn and tell your partner about what information you will find in your book and how it helped you get your mind ready to read.</i><i>You could try saying, "I noticed in my book..." or "I think I am going to learn about..."</i>
-------------------	---

Link	<ul style="list-style-type: none"><i>Readers, as you start reading, you are going to be getting your minds ready to read. You are going to do a quick study of the book, thinking about the features in the book and what information you might find</i>
------	--

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<p><i>out in this type of text. Readers do this to get their minds ready to read and to help make sense of informational text.</i></p>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• <i>Readers, can I have you look this way? I want to show you something that Joe noticed when he was doing a quick study of his book, <u>Frogs</u>. He noticed that there were headings in his book. Some said, Bullfrog or Water Frog, and he said, "I bet I am going to find out about all the types of frogs." He thought that, because he did a quick preview of his book and made a prediction based on the title, the pictures, and the heading.</i>
Partnerships	<ul style="list-style-type: none">• <i>Readers, today when you meet with your partners, you are going to share with them how you got your mind ready when you did a quick study of your book. You can say words like, "When I opened this book, I noticed...I got my mind ready by...This helped me think about..."</i>
After-the-Workshop Share	<ul style="list-style-type: none">• <i>Readers, today when you were doing your independent reading, I heard some of you whispering to yourselves as you did a quick study of your books. I heard someone say, "Oh there is a bold word, that will be an important word to think about." Then I heard someone else saying, "There are lots of pictures and words; I bet these pictures will help me with the words." You were really thinking about your books and what you would learn in your books, and then getting your mind ready to read informational books. Readers do this when they read all the time!</i>

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	3
Concept	Readers read informational text to learn about their world.
Teaching Point	Readers read informational text with a teaching voice.

Materials	
<ul style="list-style-type: none"> Students' book bins or one non-fiction book Video clip: YouTube-Crocodile Hunter http://www.youtube.com/watch?v=8TxJz7eSs9Y 	<ul style="list-style-type: none"> Video clip-you tube-Crocodile Hunter http://www.youtube.com/watch?v=8TxJz7eSs9Y please see tip below regarding the use of websites. http://www.youtube.com/watch?v=bWauuX_1KH8&list=PL805CD9CE95CA38D2

Tips	<ul style="list-style-type: none"> The video clip selected is just one possibility. Selection of video clip should be based on student interest and resources available. There are many Crocodile Hunter videos. Teacher will want to preview prior to showing. Teacher will likely need to alter the connection, based on own experiences.
-------------	---

Connection	<ul style="list-style-type: none"> <i>Readers, when I was growing up, my sister and I had our favorite shows we loved to watch. One of those shows was called Wild Kingdom. This show was narrated by a man named Marlon Perkins, and every week he would teach you about a different animal. It was a really cool show, but the thing I remember most is how important he always made his voice sound, as if what he had to tell you was not to be missed, and so that you would pay attention. He would use his hands to show how animals moved, and he made his voice get louder when he had some really important facts to share. He was not telling a story using a storyteller voice; he was an expert, and he would use more of a teaching voice. As informational text readers, we need to read our stories differently than we do fiction. Today I am going to teach you how informational text readers read text differently. They read with a teaching voice.</i>
Teach	<ul style="list-style-type: none"> <i>I want you to watch the video clip of Steve Irwin, the crocodile hunter. I want you to watch carefully, listening to see if you can hear how he makes his voice different when he wants the important parts to be noticed, and what he does with his voice and his body.</i> Teacher plays a few minutes of video clip. <i>Readers turn and tell your partner some things you noticed?</i> Teacher points out change in voice, telling voice, gestures, etc. Replay or continue clip, having students give a thumb up when they hear or see....? <i>So Readers of informational books make their voices sound differently than fiction books. They use an explaining voice and can make their voice go up to show important parts or even use gestures to demonstrate what is happening, it could sound like this...(Teacher model the transfer).</i>
Active Engagement	<ul style="list-style-type: none"> <i>We are going to try this with your books. I want you to pick a book and with your partner take turns using a teaching or explaining voice. Try making your voice go up in parts that you think are important. You might even try a gesture to demonstrate what is happening in the book.</i> Students turn and practice with partners
Link	<ul style="list-style-type: none"> <i>Readers, I want you to think about how the Crocodile Hunter used his voice to explain about snakes, how he used gestures to show important things to remember, and how he even made his voice go up a bit to help you think even more about snakes. I want you to think about these things and make a plan for how you are going to read your nonfiction books in an explaining voice. You might say to yourself, "I am going</i>

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<p><i>to read this and think, "If I were to read this out loud, how should this sound?" Or you could think, "How might I demonstrate this part to someone?"</i></p> <ul style="list-style-type: none">• <i>When you go off to read today, I want you to be thinking and reading in your teaching voice.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• <i>Readers, I want to demonstrate what I saw Louis doing when he was reading one of his informational books. In his book, one part had steps. I saw him using his fingers and saying, "First, second, etc." He was thinking about how he could change his voice and use gestures to help point out the important information in his book.</i>
Partnerships	<ul style="list-style-type: none">• Partners continue reading informational text using a teaching voice.
After-the-Workshop Share	<ul style="list-style-type: none">• Readers, I want to share with you what I saw Eli and Henry doing today during their partnerships.

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	4
Concept	Readers read informational text to learn about their world.
Teaching Point	Readers organize what they learn about a topic into categories.

Materials	
<ul style="list-style-type: none">● Informational text without headings● Informational text with headings- May want to use read-aloud text <u>All About Communities</u> or other familiar read-aloud book with headings	<ul style="list-style-type: none">● <u>Puerto Rico</u> by Michelle Dufresne or another informational book without headings.

Tips	<ul style="list-style-type: none">● This lesson could be done over two days, ex. teach no headings then the next day teach headings. A sticky note may need to be used to flag where they stopped to think-for day one without headings.
-------------	--

Connection	<ul style="list-style-type: none">● <i>Readers, yesterday I noticed you all enjoying your informational books. I saw you getting yourselves ready by doing a quick study of the book. I also noticed something else. Some of you were flying through your books and racing on to the next book. This made me sad, because I was worried that you may not have been tuned in to what you were reading and thinking about your books. Understanding books is why readers read! So, one thing I want to teach you is that informational text readers slow down and think about what they have learned. They think about what they have learned and then organize that information into categories.</i>
-------------------	---

Teach	<ul style="list-style-type: none">● <i>Remember when we sorted our library for our informational books? We organized the books into bins based on what the book was about. Readers can organize the information they find in books the same way. As they read they can slow down and think, "What is this part mostly about?" Sometimes books help you with this by using text features like headings to organize the parts or sections of the book. However, sometimes there are no headings, so readers have to sort the information as they read. I am going to show you how Readers slow down and think about what they learned in order to organize their thinking.</i>● <i>I am going to read this section in <u>All about Communities</u>. As I start to read, I notice that the heading says, "What is a Community?" Let me read this part and see if that is what I learn about. (Teacher Reads). Hmm...What have I learned so far? I learned that in communities' people have things in common, and that communities help families with food and shelter. I am going to keep reading this next part and see how this connects with what I have read.</i>● <i>Readers, did you see how I took a quick pause after I read a section and thought about what I read? I even asked myself, "What have I learned so far? And then I read on and connected the information on each page. I used the headings to help me organize my thinking about the parts of my book and what I have learned.</i>● <i>But sometimes books do not have headings to help us organize the parts of the book, so we have create our own headings in our minds, and think about how we would organize the parts of the book.</i>● <i>In this book, <u>Puerto Rico</u>, it does not have headings, so I am going to read a bit and quickly pause and think about what I have learned so far (Teacher reads aloud). After I read the first few pages, I can pause and think, "What is this part trying to tell me? Hmm...It says that Puerto Rico is an island in the Caribbean and it is part of a group of islands. If I were to organize this section or add a heading to this part, I might say this part is mostly about the question 'What is Puerto Rico?'" Now I am going to keep reading and pausing and thinking about what I have read.</i>
--------------	---

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Active Engagement	<ul style="list-style-type: none">● <i>Let's try this next part together. I am going to read a bit and I want you to be listening and thinking about what you have learned so far. We have learned that Puerto Rico is an island... You might ask yourself as I read, "What is this part mostly about? How can I organize this section?"</i>● Teacher reads a few more pages and pauses.● <i>Readers, can you ask yourself, "What is this part mostly about? What does this mean? If I were to organize this section or add a heading to this part, I might say this part is mostly about..."</i>● <i>Turn and tell your partner what you are thinking.</i>● <i>I heard Joe and Will say that they thought this next part was telling about the explorers of Puerto Rico, because it gave us information about all the different people that came to Puerto Rico. So, if we were to add a heading to help us organize this next part, we might say, "People that Came to Puerto Rico."</i>
Link	<ul style="list-style-type: none">● <i>Readers, sometimes we can create categories or headings to help us organize information or sometimes books have headings that do this for us. As readers, we need to remember to slow down and organize information to help us make sense of what we have read. We can ask questions like, "What does that mean?" and "What is this part mostly about?" Then we can keep reading and thinking.</i>● <i>As you are reading today, you will be making sure you are organizing your thinking to make sense of your text.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">● <i>Readers, can I have you look this way? I want to share with you what Allison said as she was pausing and thinking about her book. She said that this first part of the book was all about where turtles live, and she said, "I bet this part is going to be about what turtles eat." She used what she read to help her think about what she might read next. Readers can use what they have learned to help them think about what might come next.</i>
Partnerships	<ul style="list-style-type: none">● Readers share with partners how they organized their thinking; readers could use sentence starters like "This part of the book is about..."
After-the-Workshop Share	<ul style="list-style-type: none">● This could add to the teaching point- ex: <i>Sometimes we read something later in the book that sends us back to reread and change our categories. When I first read through my book, I was thinking it was telling me about ... but as I read it was really talking about...</i>

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	5
Concept	Readers read informational text to learn about their world.
Teaching Point	Readers use the topic sentence to think about what they have learned.

Materials	
<ul style="list-style-type: none"> • <u>All about Communities</u> from Read-Aloud with Accountable Talk, or other text that demonstrates a topic sentence • Informational text used in lesson 3 without headings 	<ul style="list-style-type: none"> • Post-it notes • <u>Puerto Rico</u> or the same book from yesterday

Tips	<ul style="list-style-type: none"> • This session assumes students have an understanding of headings • Topic sentence should have been discussed in Read-Aloud prior to these lessons • Could use jot lot to record their topic sentence
-------------	---

Connection	<ul style="list-style-type: none"> • <i>Readers, we learned yesterday that sometimes books have headings or we can make our own headings as we read, in order to organize our thinking. Headings can help us think about what the entire section will be about and to help organize the information we are learning. So in the <u>book All about Communities</u>, the headings helped me know that the book was organized by sections like “What is a Community?” and “Traits of a Community,” etc. Another way to help yourself organize your thinking is to think about what the paragraph is mostly about. Paragraphs can have one special sentence that tells what the paragraph is going to be about. That sentence is called a topic sentence. It is usually the first sentence. Today I am going to teach that as readers, we can teach ourselves to notice a topic sentence and use it, just like we use headings, to help us understand what we are reading. The difference is that we are not just thinking about what the whole section is about, but instead we are thinking about what the paragraph is about.</i>
Teach	<ul style="list-style-type: none"> • <i>I want you to watch as I show you how I look for the topic sentence to help myself think about my book.</i> • <i>Let’s look back at our book <u>All about Communities</u>. On page 6, we know that this part or section of the book is going to be about the Common Traits of Communities. As I read this first paragraph and look for the topic sentence, I can think about what the paragraph is going to be about. It says that “Local communities share some common traits.” This is the topic sentence, which gives me information to help me think about what I am reading. Now let me read a bit more and see if this section tells about the common traits of communities. (Teacher reads and confirms)</i> • <i>So my book is <u>All about Communities</u>. Within the book there is a section that tells about “Common Traits of Communities,” and then this paragraph explains what some of the common traits are. This really helps me organize my thinking even more and helps me understand what I am reading.</i> • <i>Let’s take a look at another book. In the book we looked at yesterday about Puerto Rico, it did not have headings, so we had to create one in our minds to help us organize the sections. After reading the first part, we thought the first section was about what Puerto Rico is. Now I can look at the first paragraph for a topic sentence. It says, “Puerto Rico is an island in the Caribbean.” Now I am thinking, “I know what Puerto Rico is, and this paragraph is going to tell me some more information about the island. This is going to help me organize the information and my learning about Puerto Rico.</i> • <i>Readers, did you see how I looked for the topic sentence to help myself organize my thinking and to understand what I am reading? Informational readers do this in order to make sense of their books.</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Readers, let’s try reading some more to see if we can pick out another topic sentence in our book <u>All about Communities</u>. In the section “Common Traits of Communities,” the first paragraph told us about</i>

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<p><i>what some of the common traits are. As I read this next paragraph, I want you to see if you can pick out the topic sentence and think about what information it is giving you about this part.</i></p> <ul style="list-style-type: none">● Teacher reads next sentence.● Give me a thumb up if you noticed the topic sentence.● Turn and tell your partner how that can help organize your thinking and understanding as you read.
Link	<ul style="list-style-type: none">● Readers, we know that as we read, we need to always be thinking about what the book is about. We can help ourselves by organizing the sections of the book or using the headings and asking things like, "What is this part telling me?" or "Why is this important?" We can also use the topic sentence to help us think about and make sense of the parts of our books too. Today when you go off to read, I want you to see if you can find the topic sentence in some of your books too. I am going to give you some post-it notes to flag the topic sentence. When you meet in your partnerships, I want you to share some of your topic sentences and how they helped you think about and make sense of your book.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">● Readers, can I have you look this way? I want to show you that sometimes the topic sentence may not be the first sentence.● On document camera, e-book, etc., teacher shows Chapter 2 of <u>All about Communities</u> or another book that demonstrates the topic sentence in a different spot.● In this section of the book about the location of communities, the first sentence says, "So where is your community?" The second sentence is the topic sentence. It says, "All communities have a location." So sometimes you have to read a little further to find the topic sentence and to help yourself think what the paragraph is about.
Partnerships	<ul style="list-style-type: none">● Readers share with partners where they flagged the topic sentence and how it helped them make sense of their books.
After-the-Workshop Share	<ul style="list-style-type: none">● So readers, we learned that that some ways we can make sense of the books we read is by organizing our thinking into sections, we can use the headings or create our own headings, and we can use the topic sentence. Give me a thumb up if you used the headings to make sense of your reading. Give me a thumb up if you had to create your own heading. Give me a thumbs up if you looked for the topic sentence to help you think about the paragraph.

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	6
Concept	Readers read informational text to learn about their world.
Teaching Point	Readers retell their informational text to their partners.

Materials	
<ul style="list-style-type: none"> Chart paper-to create anchor chart titled <u>Ways Think About Informational Text</u> markers 	<ul style="list-style-type: none"> <u>Puerto Rico</u> or the same book from yesterday Another nonfiction text for Active Engagement to practice retelling

Tips	<ul style="list-style-type: none"> Transition words will help students sort information into categories. Teachers may have a chart on transition words created in writing or other content area that could be referenced. This session may need to be done over two days-different book is needed for the next day. Review retelling with informational text may be needed for some students. Students will need at least one book for tomorrow.
-------------	---

Connection	<ul style="list-style-type: none"> <i>Readers, we have such important work to be done! We know that as we begin reading informational text, we can think about how the book is organized, what we might expect to learn in the book, and even how we need to sound when reading our books. But now that we have organized the information in our books, we have to make sure that we understand what we have read. One way we can do this is by retelling our books across our fingers to teach everything we have learned to our partners. We can use special words to connect our thinking as we retell to our partners.</i> <i>Today I am going to teach you how to retell your informational text to your partner.</i>
-------------------	--

Teach	<ul style="list-style-type: none"> <i>I am going to show you how to retell your informational text to your partner. I am going to use the book about <u>Puerto Rico</u>. I want you to watch how I use my fingers (gesture to fingers) to retell and listen (gesture to ears) carefully to the words I use.</i> Teacher retells using fingers and transitional words like and, or, however, one way, another way, the last way, etc. <i>Puerto Rico is an island in the Caribbean. Many people visit Puerto Rico. One reason people visit is because of the great weather and beaches. Another reason people visit is to view the buildings... (Continue relating possible reasons).</i> <i>Readers, did you see how I retold the parts of my book across my fingers, teaching what I had learned about Puerto Rico? I also used words like one reason and another reason. These words, called transition words, helped me share the parts of my book in my retelling.</i> <i>When you share your retelling to your partner, you can use transition words too. There are lots of transition words we could use, such as first, next, last, and, or, however, one way, another way, etc.</i> Create a chart titled <u>Ways We Think About Informational Text</u>. Add "Retell to partner using words like first, next, however, etc." <i>When readers want to retell their informational text to their partners, they can tell the parts across their fingers and use transition words to help teach what they have learned.</i>
--------------	--

Active Engagement	<ul style="list-style-type: none"> <i>Watch as I retell another story across my fingers, using some of our transition words from our chart. Listen for the words I use, so you can share with your partner what you noticed.</i> Teacher retells informational text across fingers using more/different transition words. Ex: This book is
--------------------------	--

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<p>about sharks. One kind of shark is a hammerhead. Another kind of shark is a great white.</p> <ul style="list-style-type: none">• Students tell partners what they noticed the teacher doing and the transition words that were used.
Link	<ul style="list-style-type: none">• <i>Readers, let's look at our chart that we made of some transition words that we could use to help us retell our story to our partners.</i>• Review chart.• <i>Today as you are doing your independent reading, you will be thinking about how you will share your learning with your partner, using your fingers and transition words.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Teacher demonstrates another retelling using different informational text.
Partnerships	<ul style="list-style-type: none">• Partners retell their informational books across their fingers using transition words.
After-the-Workshop Share	<ul style="list-style-type: none">• During share time, teacher selects a partnership to demonstrate the retell. Students study the retell and turn and talk about what they noticed.

Sample Anchor Chart

Ways We Think About Informational Text

Retell to partner using words like first, next, however...

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	7
Concept	Readers read informational text to learn about their world.
Teaching Point	Readers and partners ask and answer questions about the text as they retell.

Materials	
<ul style="list-style-type: none"> Preselected student to retell informational text. 	<ul style="list-style-type: none"> Anchor Chart-<u>Ways We Think About Informational Text</u>

Tips	<ul style="list-style-type: none"> Note that partnership work will come first today and the Mid-Workshop Teaching Point will follow. Students will need the book they practiced retelling yesterday for partnership work. If needed, the questions students may ask can be put on bookmarks as prompts. (What does this mean?)
-------------	---

Connection	<ul style="list-style-type: none"> <i>Readers, yesterday we were doing the big work of sharing our learning from our nonfiction text by retelling across our fingers using transition words. Today I want to remind you that partners don't just retell to each other what they have learned, but they can also ask questions of each other to make sure they understand.</i>
Teach	<ul style="list-style-type: none"> <i>I am going to show you how when our partners teach us what they have learned, we can ask questions to make sure we understand.</i> <i>I have asked Joe to be my partner. Joe is going to retell his learning to me using transition words. I want you to watch and listen as I ask questions of Joe.</i> Student retells. Teacher asks questions like, "What does slither really mean?" or "Can you give me an example of how they kill their prey?"
Active Engagement	<ul style="list-style-type: none"> <i>Readers, did you hear me ask Joe some questions to help me understand more about what he is teaching me? Tell the person next to you what I asked Joe.</i> <i>So, partners can ask questions to make sure they understand what their partners are teaching them.</i>
Link	<ul style="list-style-type: none"> <i>Readers, today we are going to move into our partnerships first. You are going to pull out the book you did a retelling with from yesterday, and your partner is going to ask some questions to make sure they understand.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>Readers, before we shift back to our independent reading, I want to share with you a few questions I heard partners asking. I heard Shawn ask, "Why is it that important?" I also heard Jess ask, "Are there more places where sharks live?"</i>
Partnerships	<ul style="list-style-type: none"> <i>Remember, partners can ask, "What does that really mean? Can you give an example of that information?"</i>
After-the-Workshop Share	<ul style="list-style-type: none"> Have a preselected partnership repeat their thinking/questioning for group in a fish bowl (partnership in middle, students in a circle). Have students research and share the types of questions asked. Add to anchor chart-"Ask and answer questions."

Ways We Think About Informational Text

Retell to partner using words like first, next, however...

Ask (What does this mean?) and answer (I am thinking...) questions

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	8
Concept	Readers read, process and think with informational text.
Teaching Point	Readers study the pictures and connect them to the text.

Materials	
<ul style="list-style-type: none"> ● <u>All About Communities</u>-by Amy Bloom, done in Read-Aloud, or other nonfiction text that demonstrates how pictures can support the text. E-book- See Resource Section on Atlas for link to electronic version. 	<ul style="list-style-type: none"> ● Post-its ● Anchor Chart-<u>Ways We Think About Informational Text</u>

Tips	<ul style="list-style-type: none"> ●
-------------	---

Connection	<ul style="list-style-type: none"> ● <i>Readers, do you know what I love about informational books? I love the pictures! The pictures are so beautiful and colorful. But not only are these pictures great, they are helpful too! We have spent our last few lessons really thinking about what our books are trying to teach us by organizing the sections of the books, picking out the topic sentence, and by retelling (Refer to anchor chart). Today I want to teach you that informational readers can also study and read the pictures in order to help them understand the text.</i>
Teach	<ul style="list-style-type: none"> ● <i>Readers, in the book <u>All about Communities</u> (page 18), the author states that communities can differ in the types of buildings and structures they have. I wasn't really sure what that meant, but then I studied the picture and asked myself, "What is this picture teaching me about the types of structures in communities?" I looked really closely at the pictures, and then I read that part again and realized what it meant. The one house looks like my house, it is built on the ground and there is grass around it, but the other house is different, because it is built on water. It must be in a community near water. That makes more sense now why communities can have different buildings.</i> ● Show another example with a graph or diagram or chart. ● <i>Let me show you another example. On page 19, there are not any words on the page, but when I studied the picture and the labels and looked closely, I can ask myself, "What is this picture trying to teach me about communities?" Hmm...the label says natural characteristics and is pointing to the river and trees. The other label says human characteristics and it is pointing to the buildings and sidewalks. This makes me think that it must be that some things are just made naturally, all by themselves, like the rivers and trees, but some things people make, like buildings and sidewalks. Based on what I read earlier about natural features and human features, this makes sense.</i> ● <i>Readers, did you see how I looked hard at the pictures and thought, "What is this picture trying to teach me?" Then I connected, or thought about what the picture is saying, with what I have read.</i>
Active Engagement	<ul style="list-style-type: none"> ● <i>Let's try this together. I am going to turn to another page. I am going to have you study the picture here on page 13 in the book <u>All about Communities</u>, and I want you to think, "What is this picture trying to tell me?"</i> ● Study, turn and talk. ● <i>Readers, I heard you saying that each picture shows you the steps in making a map. You draw the outside first; then, add lines up and down for the roads; next, you add natural features, etc... The page before told us these steps, but the pictures really helped us connect what we read on that page.</i>
Link	<ul style="list-style-type: none"> ● <i>Readers, today as you read I want you to be thinking about studying your pictures, and asking yourself,</i>

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<p><i>“What is this picture trying to tell me?” Make sure that you are thinking about how the pictures connect to what we have read.</i></p> <ul style="list-style-type: none">● <i>As you read, post some places where you studied the picture and how it helped you connect to what you have read.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">● <i>As we get ready to move into partnerships, I want to make sure that you have some places where you posted how you used the pictures to connect and support your thinking about the text. You will share those places with your partner.</i>
Partnerships	<ul style="list-style-type: none">● Share how pictures supported.
After-the-Workshop Share	<ul style="list-style-type: none">● Ways We Think About Informational Text- Anchor Chart.● Begin an anchor chart on strategies to use when reading informational text.

Ways We Think About Informational Text

- Retell to partner using words like first, next, however...
- Ask (What does this mean?) and answer (I am thinking...) questions
- Study the pictures and connect to the text

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	9
Concept	Readers read, process and think with informational text.
Teaching Point	Readers jot their thoughts and questions about the text as they read.

Materials	
<ul style="list-style-type: none"> ● Informational text ● Post-its ● <i>All About Communities</i>, e-book by Amy Bloom 	<ul style="list-style-type: none"> ● Anchor chart- Ways We Think About Informational Text

Tips	<ul style="list-style-type: none"> ● Teachers may decide to add questions to jot-lot
-------------	---

Connection	<ul style="list-style-type: none"> ● <i>Readers, I have to tell you about what happens to me a lot when I am reading. I really enjoy reading when I crawl into bed at night and I really like reading books on how children learn, but every time I am in bed reading these types of books, my brain gets all stirred up with things the authors are saying. I start thinking and wondering, and I come up with questions or things that the book made me think about or that I want to study more about. Sometimes I just want to share this thinking with some of my other teaching friends. What I do to catch my thinking is I use a post-it note and mark down parts I want to share or think more about.</i> ● <i>Readers, I am wondering if there are things you have learned over the past days few days that have really made you think and wonder about too. Well this is what readers do. They don't just take in all the information, they read in their text and move on. They also think, wonder and ask questions about what they have read and sometimes grow bigger ideas. Readers today I am going to show you how readers can pay attention to these thoughts in their heads and write down their thoughts and questions.</i>
Teach	<ul style="list-style-type: none"> ● <i>As we are reading our brains start moving with all the new stuff we are learning. That is a good thing but if we do not capture that thinking we might forget or not be able to share our thinking at a later time. So one way we capture that thinking is to jot it on a post-it so we can share or go back to it at a later time.</i> ● <i>Readers might ask things like:</i> <ul style="list-style-type: none"> ○ <i>This makes me wonder...</i> ○ <i>This makes me think...</i> ○ <i>This is just like...</i> ○ <i>This surprises me because...</i> ○ <i>This makes me want to know...</i> ● <i>I am going to add to my chart Ways We Think About Informational Text, readers jot their questions. I am going to put some of these things we might ask like:</i> <ul style="list-style-type: none"> ○ <i>This makes me wonder...</i> ○ <i>This makes me think....etc.</i> ● <i>Let's see how this works. I want you to research what I do as I show you how I pay attention to what I have read and jot down my thinking and questions. Listen to me think aloud and the way I jot my thinking on my post-it.</i>
Active Engagement	<ul style="list-style-type: none"> ● <i>I have been reading books about rural communities and I have been learning lots of information about rural communities. I have learned that there is lots of land, farms, animals and barns. I have been thinking about how hard it would be to live so far away from the city, there would not be lots of shops or restaurants and it made me wonder why do people choose to live in rural communities? I am going to jot that down on a sticky note. I am going to jot this makes me wonder why people choose to live in rural</i>

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<p><i>communities if it is so far away from the city?</i></p> <ul style="list-style-type: none">• <i>Turn and talk about what you noticed me doing.</i>• <i>Readers, I chose this because this was something that I was really thinking about and wanted to think longer about with someone else. Through my wonderings I may even grow an idea. Like maybe people who live in rural areas like lots of space, or maybe they have family that live by them and they do not want to leave. You are probably having some of these thoughts, too. Today you are going jot down your thinking and questions. You can use some of the ways to jot that we have on our chart. I can talk about this when I meet with my partner. It might help me if I want to see if there are more books out there that might answer my question.</i>
Link	<ul style="list-style-type: none">• <i>Readers before we go off to read lets revisit our chart and ways we could post our questioning.</i>• Review chart
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Teachers may want to share some posting that is happening highlighting exemplar posts.• Other possible uses of mid-workshop teach could be to teach routines or rituals, management or possibly reminding of repertoire of strategies on ways we think about informational text.
Partnerships	<ul style="list-style-type: none">• <i>Readers today as you meet with your partner, I want you to share some of your questions and partners see if you can either add to their questions or possibly even offer answers.</i>
After-the-Workshop Share	<ul style="list-style-type: none">• Preselect a partnership that demonstrated talk and questioning.• <i>Readers, I want to have Spencer and Caleb share their partnership talk with the group. I want you to watch and listen as Spencer shares his thinking and wonderings and how Caleb responds.</i>• <i>Did you see how Caleb added to his question by saying....</i>

Ways We Think About Informational Text

- Retell to partner using words like, first, next, however...
- Ask (what does this mean) and answer (I am thinking...) questions
- Study the pictures and connect to text
- Jot their questions-This makes me wonder...This is just like...This makes me want to know

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	10
Concept	Readers read, process and think with informational text.
Teaching Point	Readers identify the author's purpose.

Materials	
<ul style="list-style-type: none">Anchor chart created prior to this session- What is the Author's Purpose? Each step is taught in this session.	<ul style="list-style-type: none">Informational textMarker<i>Protecting Animals</i> by Darlene Stille<i>The Best Book of Sharks</i> by Claire Llewellyn

Tips	<ul style="list-style-type: none">Although many put author's purpose into three categories (entertain, persuade or inform) there are really <u>many possibilities</u> for author's purpose. This lesson's goal is just to have students read and think about <u>a possible purpose</u> for the authors writing.Author's purpose should have been discussed in Read-Aloud prior to this session.In writing students learn about the heart of the message or the feelings the author wants you to have. This may be a nice link to help with thinking about the author's message (one purpose an author has) in texts.
-------------	---

Connection	<ul style="list-style-type: none"><i>Readers we have been learning that as readers we do not only take in the information we read, we can also ask questions, we can wonder and we can grow ideas from our wonderings. There is a lot of work readers do as they read. Another thing we can do as we take in this new information is start to think about the author who wrote the book. We can think about the author and ask ourselves, "Why did the author write this book?" Authors write books for lots of different reasons. Sometimes they write books because they want us to understand more about their topic, or maybe they want us to be careful, or they may want to entertain us, or maybe all of those! There are many reasons. As readers we can think about the author's purpose for writing his book in order to help us think and understand the text. Today I am going to teach you how to think about the author's purpose or why the author wrote this book.</i>
-------------------	--

Teach	<ul style="list-style-type: none"><i>One way to think about the author's purpose when you read is to do these three things:</i><ol style="list-style-type: none"><i>Read a bit and ask, "What do I think or feel?"</i><i>Read a bit more and ask "Now what am I thinking or feeling?"</i><i>Then decide... "Why did the author write this book?" Did they want you to: be careful, understand more, etc...</i><i>Watch as I show you how to do this. I am going to read a few pages of the book <u>Protecting Animals</u>. I want you to watch and listen carefully as I go through these steps with my book.</i><i>As I read these first few pages I am going to stop and ask myself what do I think or feel. (Teacher reads.) It has told me about the habitat of the arctic fox is melting away because of things like gas from cars and factories. (Teacher points to chart-"What do I think or feel?") Well, I feel bad for the arctic fox, I think it is such a beautiful animal and it should not have its home taken away.</i><i>Now I need to read a bit more. (Teacher reads and points to chart-"Now what am I thinking?") I feel like maybe I could help and thinking that maybe there are things I could do to help these endangered animals. I am starting to think this author wants me to be careful and help take care of these animals.</i><i>Teacher points to chart-"Decide why did the author write this book?" I think this author wrote this book to let people know they need to be careful of the environment and that they can help. As I read this book I am really going to pay close attention to things I need to do to help these animals.</i>
--------------	---

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

<p>Active Engagement</p>	<ul style="list-style-type: none"> • <i>Let's try this with another book. I am going to read a bit and then we will go through our chart and ask our questions... Read chart.</i> • <i>I am going to read some of the book titled <u>Sharks</u>. Teacher reads and asks students first question as she reads. Turn and tell your partner, "What you are thinking?" I heard some of you say you were thinking about all the information the author is telling you about the shark. Give me a thumb up if you feel the same way.</i> • <i>Now I am going to read more. "Now what are you thinking or feeling?" Turn and talk to your partner. I heard someone say wow; "I never knew a shark had so many parts, I am thinking sharks are cool."</i> • <i>Now we have to decide "Why might this author have written this book?" Well, as we read I heard you talking, I did not hear anyone say I feel sad or bad for the sharks. I heard you say you were interested in sharks and learned about all the information there is to know about a shark. This book did not seem to tell us about bad things that are happening to sharks or not to swim in the ocean. See if you can turn and tell your partner what you think the author's purpose was when he wrote this book?</i> • <i>I heard many of you say he wanted to give us information about sharks or to teach about sharks. So as you read this book it would be important for you to pay attention to all the facts and information about sharks.</i> • <i>Readers as you read your informational books you can start to think why did the author write this book? Thinking about author's purpose helps you understand and think about your book.</i>
<p>Link</p>	<ul style="list-style-type: none"> • <i>Let's reread the chart- What is the Author's Purpose?</i> <ol style="list-style-type: none"> 1. <i>Read a bit and ask, "What do I think or feel?"</i> 2. <i>Read a bit more and ask, "Now what am I thinking?"</i> 3. <i>Decide, "Why did the author write this book?"</i> • <i>As you go off to read today, you can use this chart to think about the author's purpose.</i>
<p>Mid-Workshop Teaching Point</p>	<ul style="list-style-type: none"> • <i>Readers can I have you look this way? I want to share with you how Nolan thinking about author's message. Nolan was reading the book <u>Myths Busted</u>. In this book it is all about things that people thought were true but are not. He said that although the author gave him lots of facts and information he thought the author wrote this book to surprise people and make them wonder.</i>
<p>Partnerships</p>	<ul style="list-style-type: none"> • <i>Partners share their thinking about author's purpose.</i>
<p>After-the-Workshop Share</p>	<ul style="list-style-type: none"> • <i>Readers as we were reading today and thinking about the author's purpose for writing these books, you worked hard on (review steps in chart). Tomorrow I am going to teach you how to prove your thinking. I am going to show you how you can flag the parts in the book to help support why you think the author wrote their book.</i>

Sample Anchor Chart-

What is the Author's Purpose?

1. Read a bit and ask, "What do I think or feel?"
2. Read a bit more and ask, "Now what am I thinking or feeling?"
3. Decide why the author wrote the book.

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	11
Concept	Readers read, process and think with informational text.
Teaching Point	Readers identify textual evidence to support their thinking about the author's purpose.

Materials	
<ul style="list-style-type: none"> ● Anchor Chart- What is the Author's Purpose? ● Informational books Teacher used in session 10 ● Highlighters (optional-see tips below) ● Post-it notes 	<ul style="list-style-type: none"> ● Photocopy of one page of text used in teach from session 10 for teacher demonstration ● Photocopy of one page of text used in active engagement from session 10 for each student ● <i>Protecting Animals</i> by Darlene Stille ● <i>The Best Book of Sharks</i> by Claire Llewellyn

Tips	<ul style="list-style-type: none"> ● This lesson uses highlighters during the active engagement. Students are asked to highlight the words in a page of copied text that prove the author's purpose. Teachers may choose to use post-it notes instead of highlighting based on resources available. Highlighting is considered an early note taking skill. ● Make chart for Session 12 ● Time for Kids is nice alternative for this session.
-------------	---

Connection	<ul style="list-style-type: none"> ● <i>Readers yesterday as we read and thought about our books we were paying attention to reasons why an author writes a book. We were thinking about why the author wrote the book or the author's purpose. We did this by thinking about how the book made us think or feel. Today I am going to show you how you can find parts in the book or textual evidence to prove your thinking about the author's purpose.</i>
-------------------	---

Teach	<ul style="list-style-type: none"> ● <i>Yesterday I read the book <u>Protecting Animals</u> by Darlene Stille. When I read this book I used my chart to help me determine the author's purpose for writing this book. (Review anchor chart- What is the Author's Purpose?)</i> ● <i>As I read I determined that the author wanted me to care and protect animals especially those that were endangered. I knew this because the author used certain words in the book that made me think this way. I want to show you that as a reader you can prove your thinking by highlighting or flagging those words in the book that helped you determine the author's message. This is called textual evidence.</i> ● <i>I made a copy of a few pages from the book I read yesterday, <u>Protecting Animals</u>. I am going to read my story again and use my chart –What is the Author's Purpose. As I read I am going to look for words that prove my thinking about the author's message.</i> ● <i>Teacher reads first page stops after a bit and asks, "What do I think or feel?"</i> ● <i>Oh I am feeling bad for the arctic fox. Now I am going to ask something else I am going to ask, "Why?" (Teacher adds to Author's Purpose anchor chart). Why do I feel this way? Well because right here the author says; <u>the arctic fox's habitat is quickly melting away.</u> (Teacher highlights the words) It was these words right here that made me feel sad for the arctic fox and that I should do something to help. This is the text evidence or clues that made me feel that the author wrote this book to let people know to care and protect animals.</i> ● <i>Let me read a bit more and see if I can find more words. <u>One way you can protect animals is to not wear fur. Many endangered animals are killed just for their fur.</u> I am going to stop and ask, "Now what am I thinking?" And I am going to ask, "Why?" (Teacher adds to Author's Purpose chart-Why?). Well, I am thinking that animals are endangered for many reasons and we can help. Right here it says, <u>one way you can protect animals....</u> Teacher highlights words. These words the author used made me feel a certain way; it made me feel that I need to help. So all these words right here in the text were evidence that the</i>
--------------	---

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<p><i>author wanted me to think or feel concerned about these animals.</i></p> <ul style="list-style-type: none"> • <i>Readers can think about the author’s purpose and they can also show where in the book the author used words to support their purpose. This is called textual evidence.</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Let’s see if we can find some textual evidence from the book <u>Sharks</u> that made us think the author’s message for writing this book is to give us information about sharks or to teach about sharks.</i> • <i>Teacher gives each student a photocopy of a few pages from book used in session 11 and highlighter.</i> • <i>We are going to go back and read these few pages and as we read we are going to use our chart and see if we can highlight the words that the author used to make us think that he wrote this book to teach us about sharks.</i> • <i>Teacher takes student through the first page then stops and asks the first question on anchor chart.</i> • <i>“What do you think or feel?” Yesterday we said we were thinking wow there is a lot to know about sharks. Now I have to think about, WHY? What words did the author use to make me think this way? As I look at this page I notice he used some words over and over. It says, <u>Sharks are a kind of fish, Sharks can be found in an ocean, sharks have cartilage.</u> Let’s highlight these words because they make us think about all things we need to know about sharks.</i> • <i>Let’s read a bit more and see how we think and feel and why. Teacher and students read next bit of text. As you read see if you can highlight some words that make you think or feel what the author is trying to teach or inform you about sharks. Turn and share what you highlighted with your partner.</i> • <i>Some of you noticed that the author used words like, some sharks are big, some sharks are... These are facts or information about sharks, and that made us think the author must want to teach us lots of things about sharks.</i> • <i>So, readers, authors have many different reasons for writing their books. We can think about these reasons and find the words that made us think or feel a certain way. We call these words textual evidence.</i>
Link	<ul style="list-style-type: none"> • <i>Today when you go off to read you’re going to be thinking about the words the author used to make you think or feel a certain way. Instead of highlighting in your books you can use a post-it and flag the words that made you think or feel a certain way. You are finding textual evidence for the author’s purpose.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> • <i>Readers can I have you look this way. Jordan was really thinking hard about the book he was reading National Geographic’s <u>Weird but True</u>. He felt the author wrote this book because he wanted the reader to know about cool and funny facts. He thought this because the author told facts like “Young giraffes sometimes moo!” This is information is cool and kind of funny.</i>
Partnerships	<ul style="list-style-type: none"> • <i>Share their flagging to provide text evidence</i>
After-the-Workshop Share	<ul style="list-style-type: none"> • <i>Readers we have really been thinking and asking ourselves questions like, “What does this mean?” Or “How does this make me think or feel?” This thinking we have been doing about our informational books has really helped us to think about what our books are about and what authors want us to think about their books.</i>

Sample Anchor Chart-

What is the Author’s Purpose?

1. Read a bit and ask, “What do I think or feel?” WHY?
2. Read a bit more and ask “Now what am I thinking?” WHY?
3. Decide why the author wrote the book.

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	12
Concept	Readers problem solve when they encounter content-specific words.
Teaching Point	Readers use all they know to figure out the meaning of a tricky word.

Materials	
<ul style="list-style-type: none"> Informational Text to demonstrate using pictures and glossary to problem solve a tricky word- <i>All About Communities</i>, e-book by Amy Bloom is used as an example in this session 	<ul style="list-style-type: none"> Chart paper (Optional-see tips) Marker

Tips	<ul style="list-style-type: none"> A new chart may be created for this session titled <u>Ways We Solve Informational Words</u>. An option for this chart is to use the chart created in Unit 1 titled <u>Big Time Readers</u> and add the steps in this session to this chart. A tricky word could be a word that could not be decoded or a word that you can read but you do not know what it means. This session is more on understanding the meaning of these content specific words as opposed to decoding. This session could be broken into several sessions. Prior to this lesson you may need to add a lesson on decoding strategies. Have the chart made or started before the lesson.
-------------	---

Connection	<ul style="list-style-type: none"> <i>Readers you have been working so hard at thinking about what your informational books are all about and asking questions about why the author wrote the book. One thing that you may have found as you were reading your informational books is that these books have a lot of new words that you may not have seen before. We know that we have ways of figuring out tricky words because we are big time readers (review chart from unit 1). Today I am going to show you ways you ways you can use to figure out the meaning of a tricky word.</i>
Teach	<ul style="list-style-type: none"> <i>Watch as I show you some things you already know that will help you when you get to a tricky word. I am going to go back to the book we have read, All about Communities and show you a word that was tricky and how I can use what I know to try to figure it out.</i> <i>Teacher reads, I am stuck on this word right here, 'human feature' I used what I know to read this word but I am not sure what it means. One thing I could do is to read a little more and see if I can figure out what it means from the sentence and think is there another word I know that might fit here? (Teacher reads sentence)Hmm... I sort of think it means manmade. Another thing I could do is to look at the picture. Well the picture shows what a human feature is, I see lots of buildings and road, it makes me think it could be all the things made by man. This word is also bolded so it must mean that the author thinks it is important. So Also I could look in the glossary and see it that gives me more information. Oh so it means.... Now I can go back and read and see if I have it now. Oh yes, I see it means manmade. We can figure out what words mean by reading a little further, looking at the pictures or if the word is in the glossary checking the glossary. Then I can go back and reread and make sure it fits in the sentence.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Let's try this on another word. Let's read a bit more and see if maybe there is another tricky word. Hmm... this word landform seems new to me, I am not really sure what it means.</i> <ul style="list-style-type: none"> <i>First, I can try reading a bit more and see if I can figure out what it means by thinking about the sentence it is in. Is there another word I know that I could put here that might mean the same thing?</i>

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<p><i>Read a bit more and then turn and talk to partner, do you think you know what it means by reading the rest of the sentence? Is there another word you know that might fit here?</i></p> <ul style="list-style-type: none">○ Next, check the picture, does that help more? Turn and talk.○ Another thing is to check the glossary. It is not in the glossary but now you can go back and reread and see if it makes sense to you now. <ul style="list-style-type: none">● Turn and tell your partner what you think that word landform means.● Readers, we might find tricky words in our information books and may not know what they mean. We can use all we know like reading and thinking what other word might fit there or using the pictures or even the glossary to help ourselves figure out what the word means.
Link	<ul style="list-style-type: none">● Show the chart of ways we can problem solve tricky words. (See below for sample anchor chart)● Readers today as you are reading and thinking about your informational books you can use our chart to help you problem solve tricky words.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">● Highlight the work around problem solving tricky words that is helping your readers.● Try to showcase problem solving, based on today's lesson.
Partnerships	<ul style="list-style-type: none">● Ask partners to share the work they did within their text to problem solve tricky words. Ex: I wasn't sure what this word meant but now I am thinking it means...
After-the-Workshop Share	<ul style="list-style-type: none">● <i>Readers we tried using strategies we know to problem solve a tricky word today. We know that we can... (refer to chart)</i>● <i>Give me a thumb up if you were able to figure out a tricky word by...(Refer to chart)</i>

Sample of possible anchor chart

Informational words can be tricky but we can....

- Read and think what other word would fit here?
- Use the pictures
- Check the glossary
- Reread make sure it fits

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	13
Concept	Readers problem solve when they encounter content-specific words.
Teaching Point	Readers can find parts of the word to help them figure out words.

Materials	
<ul style="list-style-type: none"> Anchor chart- Informational <u>words can be tricky but we can...</u> Dry erase boards 	<ul style="list-style-type: none"> Dry erase markers Read Aloud book-<u>All About the Communities</u> by Amy Bloom

Tips	<ul style="list-style-type: none"> Taking multisyllabic words apart should also be studied in word study, strategy groups and interactive writing. Finding a base word is commonly known as...root words.
-------------	---

Connection	<ul style="list-style-type: none"> Readers yesterday we were trying to use some things we know to help ourselves figure out tricky words. We (review chart created in session 12). Another thing we can do when we come across a tricky word is to see if we can find the parts of the word we know to help us figure out that word. We do this when we read any kind of book and it can also help us with our informational books too.
-------------------	--

Teach	<ul style="list-style-type: none"> <i>Readers in the book <u>All about Communities</u> (or other nonfiction book) there are lots of big words and I want to show you how you can find parts of the word to help you figure out the word. (Teacher puts word on document camera or chart to make visible for all)</i> <i>I am going to write this word –‘recycle’. Well I can read this word but I am not sure what it means.</i> <i>When I first look at this word I see some parts I know. I see the word ‘cycle’. I am going to underline that part. I know that cycle can mean bike or ride but it could also mean a sequence I remember that from the life cycle of the butterfly. The other part of this word I know is ‘re’. I know that when I see that in front of a word it means to do again. O.k. so if I think of the parts I know I can start to think about what the words mean. I am thinking the word recycle means to do a sequence again. So if they ‘recycle’ plastic that may mean that they do the cycle of using the plastic all over again. Now let me reread the sentence and see if that would make sense there. Yes that sounds right!</i> <i>So readers when you get to a big word that you may not know you can look for the parts you know. Then go back and read it in the sentence.</i>
--------------	--

Active Engagement	<ul style="list-style-type: none"> <i>Readers, I am going to have you try this on your white boards. I am going to pick another big word and I want you to pretend this word is in one of your books you are reading. (Teacher puts a text on document camera and underlines a word for students to write on their white boards.)</i> <i>Readers first I want you to see if there are some parts you know that could help you figure out this word. If you do, underline those parts.</i> <i>Next I want you to try and think about what that word might mean.</i> <i>Last read it in the sentence.</i> <i>I heard many of you notice that you knew this part... and this part... and then when you tried reading the word from the beginning you figured out the word to be...</i>
--------------------------	--

Link	<ul style="list-style-type: none"> <i>Readers we are learning lots of strategies to help us problem solve tricky words. I am going to add “find the parts you know” to our chart.</i> Review chart Today as you are reading if you get to a tricky word, I want you to put a post-it to show where problem solved a word.
-------------	--

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Watch for problem solvers to highlight. Reteach or demonstrate process if needed.
Partnerships	<ul style="list-style-type: none">• Partners can continue to share work done on problem solving tricky words
After-the-Workshop Share	<ul style="list-style-type: none">• Readers give me a thumb up is you came to a tricky word and used....(Refer to chart)

Sample of possible anchor chart

Informational words can be tricky but we can....

- Read on and think what other word would fit here?
- Use the pictures
- Check the glossary
- Reread-make sure it fits
- Ask do I know part of the word?

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	14
Concept	Readers problem solve when they encounter content-specific words.
Teaching Point	Readers can jot down the tricky words and work with their partner to help figure out the words.

Materials	
<ul style="list-style-type: none"> Anchor Chart - <i>Nonfiction words can be tricky but we can...</i> Post-it notes 	<ul style="list-style-type: none"> Pre-selected student for mini-lesson

Tips	<ul style="list-style-type: none"> Could put sticky notes from today on jot-lot
-------------	--

Connection	<ul style="list-style-type: none"> <i>Readers, sometimes when readers have tried everything they know to figure out a word and they still do not know what the word means, they can write it out a post-it note and try and figure it out with a partner. Today I am going to show you how you can use your partner to help you figure out a tricky word.</i>
Teach	<ul style="list-style-type: none"> <i>Readers I am going to be Evan's partner today. I want you to watch and research what I am doing as a partner to help him figure out a tricky word he has flagged.</i> Model with a student in a fishbowl. (teacher and student in center, rest of class seated around the partnership) <i>I've asked Evan to help me with the mini lesson today. He is going to be my partner. Yesterday, Evan had a tricky word he was trying to problem solve in his reading. As his partner I am going to try and help him with his tricky word.</i> <i>Evan what word was tricky for you? (Student shows a word that was tricky). Do you know what the word is? Do you need help reading the word or understanding what the word means?</i> <i>Let's go through our chart and see if I can help. First have you tried all the things you know ... (Teacher walks through some of strategies used so far looking at anchor chart)</i> Show 2 different examples using the same scenario.
Active Engagement	<ul style="list-style-type: none"> Students turn and talk about what they noticed as they researched the partnership <i>Readers did you see how I helped Evan using our chart to figure out his tricky word? I did not tell just tell him the word we worked together. You can do this with your partner too.</i>
Link	<ul style="list-style-type: none"> Give tips to help this work take off on its own during partnerships <i>Today in partnerships, if you had a tricky part that you flagged with a post-it note please share that with your partner. Remember sometimes talking with our partners help us figure out tricky parts even better than when we are by ourselves.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none"> <i>Readers, can I have you look this way. I want to remind you that you can try all the things you know to figure out a tricky word then once you have tried everything you know and still can't figure out the word then you flag it with a post-it to see if your partner can help you!</i>
Partnerships	<ul style="list-style-type: none"> Watch for use of the teaching point strategy. You may want a partnership to demonstrate their conversation during the share time.
After-the-Workshop Share	<ul style="list-style-type: none"> Use a "fishbowl" viewing structure to watch a partnership in action. If there were numerous good examples/partnerships then feel free to set up numerous viewing groups instead of one for the entire class to watch. Readers may watch exemplar partnerships in small groups. Debrief with the group

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	strengths observed and offer suggestions. <ul style="list-style-type: none">• Revisit chart and add Ask a partner
--	---

Sample of possible anchor chart

Informational words can be tricky but we can....

- Use the pictures
- Check the glossary
- What other word would fit here?
- Do I know part of the word?
- Ask a partner

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	15
Concept	Readers compare and contrast a topic across multiple texts.
Teaching Point	Readers make a plan for how to begin their work together.

Materials	
<ul style="list-style-type: none"> Text sets around topics at similar readability level-enough for number of partnerships and to offer choice. 	<ul style="list-style-type: none"> Folders for book clubs

Tips	<ul style="list-style-type: none"> Prior to starting this last concept, teacher should form book clubs and give clubs time to choose a name for their club, and create a club folder to store post-its and thinking To create book clubs you will want to combine two partnerships of similar reading level This last concept solidifies work already done within this unit and reminds students that the strategies and thinking they have done so far can be used with any book. This last concept utilizes text sets around different topics. Book clubs select topic of choice (given materials available). This work will support the collaborative study of many texts and allow students to compare and contrast information within these texts. There are multiple ways to set up book clubs within the Reading Workshop Structure. The structure of workshop below is just one possibility. If students are new to book clubs (or did not have book clubs in first grade) you may need to teach a few additional lessons on cooperation with partners, cooperation in conversations, expectations for club reading time and ways to work together to self-manage book clubs. Much of this work has already been done with partnership work, so it may be just a review. If your library is big enough you will want clubs to self-select topic instead of assigning a topic. Teachers may want to look to first grade or third grade classrooms for additional books to support text sets.
-------------	---

Connection	<ul style="list-style-type: none"> <i>Readers we have been studying informational texts and thinking and growing our ideas. We are going to continue this work together. We are going to begin book clubs. Book clubs are a way we can gather with others and talk and share our thinking around a similar topic. Today I am going to show you we can make a plan with our book club around the topic we want to study and think about what we might want to study about this topic.</i>
Teach	<ul style="list-style-type: none"> <i>You will notice that I have put together text sets around lots of different topics. I have some on communities, helpers in communities, amphibians, animals, etc. Within these sets are lots of different books around that topic. The first thing a book club will need to do is to decide on the text set they want to study. For example, maybe a club will pick the text set about mammals. This is a cool topic to study and there is so much to study about mammals.</i> <i>Next a book club will have to decide which part about this topic on mammals they will want to explore more closely. They might say things like, Let's read our books and collect all the information on where mammals live, or important things to know about mammals. As we read we can jot our big ideas or questions about that topic on post-its."</i> <i>So when we start our book clubs we have to make a plan. We have to first decide on the text set we want to study and then make a plan for what we want to read more closely.</i>
Active Engagement	<ul style="list-style-type: none"> <i>Right now I am going to have you do just this first part. I want you to first, select your text set with your book club. (You may need to remind students that sometimes the topic you want to study is not what the</i>

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<i>rest of the club wants to study.)</i>
Link	<ul style="list-style-type: none">• <i>Now I am going to have you move into your book clubs and make a plan for what you want to read more closely. When you are in your independent reading you will be using this plan as you read and jot so you will be ready to talk in your book clubs tomorrow.</i>• Readers move into partnerships first then independent reading to begin jots, and post-its for tomorrow's book club.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Interrupt to demonstrate students posting their thinking based on the plan.
Book Clubs	<ul style="list-style-type: none">• Partnerships decide on what they want to read about more closely and make a plan for post-its.• Teacher may want to confer in with clubs that may be trying to focus on too many things. Demonstrate how to focus on big categories by possibly using headings to direct their focus.
After-the-Workshop Share	<ul style="list-style-type: none">• Bring reading club baskets and sit near partners.• <i>Readers, I walked around today and noticed that some book clubs were having some problems making a plan together; they wanted to study so many things. But then they decided that they would just study two things and that as they read if they found more things to study they would add that to their plan. Readers our book clubs are just like working with our partners. We have to care, listen and take turns in our book clubs too.</i>• <i>Tomorrow you will be using your big idea jots to talk in your book clubs. Readers, I would like you to get with your book club and make sure you have your jots and put them in your book club folder so you will be ready to talk about your big idea jots tomorrow. You may want to write your name on the back of your post-it so you know whose post-it it belongs to.</i>• Give students time to plan for next day.• Place post-its in club folder.

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	16
Concept	Readers compare and contrast a topic across multiple texts.
Teaching Point	Readers in clubs talk long about their ideas and questions to grow ideas about their topic.

Materials	
<ul style="list-style-type: none"> ● Book club folders ● Text sets 	<ul style="list-style-type: none"> ● Adult or older students to demonstrate teach ● Create possible anchor chart- Make Your Club Talk Rock! Or other catchy title

Tips	<ul style="list-style-type: none"> ● An older student may work best here, but may want to rehearse first. ● You may want to video tape a club that is does an exemplar job talking long about their topic to showcase for following years book clubs. ● A teacher book club may be another possible video for students to watch.
-------------	---

Connection	<ul style="list-style-type: none"> ● <i>Readers, working in book clubs are big work. I have been a part of many book clubs and the part that I look forward to the most is when we get together to talk about what we have read and our thinking. Yesterday, your book clubs read your books and made a plan to study some areas in your books more closely. You jotted some of your big ideas or questions and thinking on post-its and put them in your book club folders. Today you are going to talk about your thinking. I am going to show you how partners can talk long about their ideas and questions, and even grow their ideas about their topic.</i>
-------------------	--

Teach	<ul style="list-style-type: none"> ● Have readers sitting next to book club partners. ● <i>Readers, today I asked Mr. Smith to help me show you how we can talk about our ideas and questions and grow our thinking. Yesterday Mr. Smith and I read some books about communities with a plan to study the different types of communities. We jotted some of our thinking and questions. Today I am going to show you how we can talk about these jots. Just like you have a club folder, we have a folder too. I want you to watch as we pick a post-it from our folder and talk about it. I want you to notice the questions or the ways we keep talking about the post-its.</i> ● First, we will each pick a big idea post-it ● Next, we will decide on which post-it to start with ● Then, we need to talk as long as we can about the post-it ● <i>This post-it says some communities can be rural, urban or suburban. Hmm... I wonder what makes a community rural, or urban. My idea about that is from what I read that the number of people living in the area determines if it is rural or urban. (Teacher)</i> ● <i>I think the reason is that rural areas have less people but there is a lot of land in rural communities. That would mean if there were more land than houses there would be less people. (Mr. Smith)</i> ● Teacher and guest continue conversation for a few turns with questions and thinking around post-it). ● <i>Now that we have talked long about our post-it we can repeat this with another big idea post-it.</i> ● Teacher and guest continue demonstrating talking around the next post-it idea or question. ● Readers did you see how we didn't just pick a post-it and say a few things? We each took turns talking and thinking about the post-it.
--------------	---

Active Engagement	<ul style="list-style-type: none"> ● <i>You are going to do this too! Let's make a chart so that when you go off to your book clubs to talk long you will remember what this looks like.</i> ● Teacher co-constructs Make Your Club Talk Rock!- anchor chart:
--------------------------	---

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<ol style="list-style-type: none">1. <i>Pick a big idea post-it</i>2. <i>Decide on which post-it to start with</i>3. <i>Talk as long as you can about it</i>4. <i>Repeat with the next big idea</i>
Link	<ul style="list-style-type: none">● <i>Readers, remember today you can make your book club talk rock! I will be coming around and watching!</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">● <i>Book clubs, can I have you look this way. I want to share with you some more ways you can talk long about your post-its. As a listening partner you could add to what your partner is saying. You could say, I agree with what you are saying because... Partners can also ask things like... Is there anything else you want to add? Partners can even have a different thought and share their thinking too.</i>
Book clubs	<ul style="list-style-type: none">● Readers move into clubs following mini-lesson
After-the-Workshop Share	<ul style="list-style-type: none">● Have reading clubs sit near partners● Share a snippet of a strong conversation● Have students name what they noticed

Make Your Club Talk Rock!

1. *Pick a big idea post-it*
2. *Decide on which post-it to start with*
3. *Talk as long as you can about it*
4. *Repeat with the next big idea*

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	17
Concept	Readers compare and contrast a topic across multiple text
Teaching Point	Readers in book clubs can compare and contrast important points to build their understanding about a topic.

Materials	
<ul style="list-style-type: none"> ● Book club baskets ● Book club folders 	<ul style="list-style-type: none"> ● Chart paper ● Marker ● Post-its

Tips	<ul style="list-style-type: none"> ● Teacher may want to demonstrate this session using a book club that may be having difficulty with their conversations or thinking around their books. ● This session may need to be repeated over a few sessions.
-------------	--

Connection	<ul style="list-style-type: none"> ● <i>Wow, readers I was so impressed with the way your book clubs talked long about your post-its yesterday. You were spending time thinking and growing each other's ideas. I also noticed that as you were talking some groups were noticing that some of their books gave similar information but some books gave a little bit different information. Today I want to teach you that as we read more than one book about a topic we can start to compare and contrast the information we learn and build our learning about that topic.</i>
-------------------	--

Teach	<ul style="list-style-type: none"> ● <i>Readers, I have a book club basket in front of me and I want to show you how you can think about how the books may give you similar information while others may be a bit different.</i> ● <i>As I looked at the books in this basket about dogs, I read in this book that dogs are great pets. The picture shows people caring for dogs and playing with them. However, in this book it says that dogs can be wild and many dogs are left uncared for on the streets. The difference between this book and this other book is that in this book it gives information about dogs as pets but in this book it tells what can happen when dogs are not cared for. After reading both of these books it is making me think that most dogs are meant to be pets but when dogs are not cared for they can become wild and live on the streets.</i> ● <i>I read these two books and compared the information from one book to the information in the other. I used words like:</i> <ul style="list-style-type: none"> ○ <i>The difference between this book and this book is....</i> ○ <i>Then I thought about what are both of these books teaching me.</i> ● <i>Give another example. In this basket it has books about artic animals. I noticed that these two books are about artic animals. What's the same about both of these books is that they tell me about how these animals keep warm in the snow and ice. This book shows how most of the animals are big and fat and this keeps them warm and in this book it talks about how the fur and feathers keep these animals warm. So both these books give information about how artic animals stay warm. After reading both of these books it is making me think that most artic animals stay warm with the help of their fur, or their feathers or by a layer of fat. I got some of my information from this book and some from this book and I can share this information I learned from both books.</i> ● <i>I read these two books and compared the information from both books. I said words like what's the same about these two books is... then I thought about the information I learned. I can write this on a post-it note so I can share my thinking with my club.</i>
--------------	---

Active Engagement	<ul style="list-style-type: none"> ● <i>Readers as we start to read lots of books about a topic we will start to notice that different books can teach us different things about the same topic. We can read across our books and think about how our</i>
--------------------------	--

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<p><i>books might give us similar information or different information and think about the information we learned. We can share this information by using words like...</i> (Create chart of possible prompts to compare and contrast and read together)</p> <ul style="list-style-type: none">○ The difference between _ and _ is _○ What's the same about these two ___ is _____○ Unlike the ___ in this book the ___ does (doesn't) _____ <ul style="list-style-type: none">● <i>Turn and tell your partner about ways you can compare and contrast your books.</i>
Link	<ul style="list-style-type: none">● <i>Today as you go off to read you will first do your book club work you will use post-its to compare and contrast what is same or different then begin independent reading. Do independent reading to prepare for clubs.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">● May need to use the mid-workshop teach to reteach or reinforce the mini-lesson.● Use to shift into book clubs, and remind of prompts.
Book Clubs	<ul style="list-style-type: none">● This session may require coaching or modeling how to compare or contrast. Closely monitor clubs that may need support. This support can be shared during share time.
After-the-Workshop Share	<ul style="list-style-type: none">● Have book clubs sit together● Demo, strong conversation using the prompt or model a strategy for whole class that was taught during partnerships conference, demo, have clubs try it● Collect post-its in book club folders

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	18
Concept	Readers compare and contrast a topic across multiple text.
Teaching Point	Readers in book clubs compare and contrast authors' purpose.

Materials	
<ul style="list-style-type: none"> ● Book club baskets ● Book club folders ● Sticky notes 	<ul style="list-style-type: none"> ● Book from session 10 or several books that demonstrate different author's purpose ● Anchor Chart-What is the Author's Purpose? ● <u><i>The Best Book of Sharks</i></u> by Claire Llewellyn

Tips	<ul style="list-style-type: none"> ● This session could be done over several days. The idea of comparing the author's purpose across books will be revisited across the year.
-------------	--

Connection	<ul style="list-style-type: none"> ● <i>Readers, as you were reading several books about the same topic; you began to compare and contrast the information in the books you were reading. For example, when Eli was reading about communities he learned that one of his books was about the people who live in rural communities. His other book had more information about rural communities but it was a little different. It was about what rural communities look like. This helped him understand that many different people live in a rural community and that in a rural community it can look like. He compared what he learned from several books and used it to build some new learning. Another way we can we compare and contrast our books is by thinking about what is the author's purpose for writing their books. Today I am going to teach you how readers can think about the author's purpose when they compare and contrast their books.</i>
-------------------	---

Teach	<ul style="list-style-type: none"> ● <i>Readers, remember when we were reading the book <u>The Best Book of Sharks</u> and we decided that the author of that book wrote it because he wanted us to know lots of information about sharks? Well, I have another book about sharks and as I read I want you to use the chart we made –What is the Author's Purpose? to help you decide why this author wrote this book. (Review chart)</i> ● <i>In the book <u>The Best book of Sharks</u> I am going to read a bit about sharks in danger and then I want to stop and think about what I am thinking or feeling. The author says that, "Many people see sharks as vicious killers that prowl the sea, waiting to prey on humans. It is true that sharks have attacked people, but every year, humans cause much more harm to sharks than the other way around." So let me think about, "What I am thinking or feeling?" I guess I never knew that sharks could be endangered. I am really surprised. Let me read a bit more and ask, "Now what am I thinking and feeling?" This next part says, "...as a result, endangered and threatened shark species may soon disappear forever." Hmm... now I am thinking that this could be a bad thing if sharks disappear. Even though I would not want to see one it may not be good if they are gone forever. I have decided that the author wrote this book to warn us that sharks are slowly disappearing.</i> ● <i>So when I think about comparing my books and the author's purpose I am thinking that this author wrote this book to teach us all about sharks and this author wrote this book to make sure we know that sharks are disappearing. So if I wanted to share the information from both of these books I might say that sharks are interesting animals. There are many kinds of sharks, but you need to be careful not to kill sharks because they are slowly disappearing.</i> ● <i>Readers, just like we compared the information in books we can compare why author's write books and use this to build our learning about our topics.</i>
--------------	--

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Active Engagement	<ul style="list-style-type: none">● <i>Readers, I want you to close your eyes and think about the books you have been reading in your book clubs. I want you to think about how when you read today you can also begin to think about why the authors of your books wrote those books. Think about how you will share that information with your club. You can put a sticky note on the book saying the author wrote this book because...</i>● <i>Give me a thumb up when you have pictured the work you will do today to prepare for your book club.</i>
Link	<ul style="list-style-type: none">● <i>Readers, today when you are preparing for your book clubs, think about how the authors of your books might have written their books for different reasons. When you meet today, to compare and contrast your books, see if you can share the author's purpose of your books, too.</i>● <i>Start with independent reading to prepare for clubs.</i>
Mid-Workshop Teaching Point	<ul style="list-style-type: none">● <i>Readers, when you finish preparing for your book club you can read other books in your book baskets. Refer to Anchor chart- <u>Ways We Think about Informational Text</u>.</i>
Book Clubs	<ul style="list-style-type: none">● Share thinking around author's purpose.
After-the-Workshop Share	<ul style="list-style-type: none">● Bring book club baskets to meeting area sit near partners.● Demonstrate a book club that had a strong conversation, turn taking, etc. You could have clubs turn and practice or research what they noticed.

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

Lesson Plans

Session	19
Concept	Readers compare and contrast a topic across multiple texts.
Teaching Point	Readers celebrate their learning by sharing their big ideas.

Materials	
<ul style="list-style-type: none"> • Book club baskets • Poster board, markers, iPads, etc. (see tips) 	<ul style="list-style-type: none"> • Chart or board to write steps to celebrating new learning- see teach below

Tips	<ul style="list-style-type: none"> • This session is not about creating a project; rather, it is about the process of discovering new information and sharing that information. • There are many possible ways for book clubs to share the information they discovered. Students could show a question they posed about their topic and next to the questions have pages open in their books that demonstrate how it helped them answer. Students could give oral presentations, ipads, etc. They could share with their own class or other classes. • Teacher may want to take pictures of some presentations and use as examples for following years.
-------------	--

Connection	<ul style="list-style-type: none"> • <i>Readers, I am just so excited about all the great work you all did in this unit. We not only read informational text, we asked questions about it, and we wondered and grew ideas from these wonderings. I do not want to be the only one who got to experience this amazing work. Today as we wrap up this unit we are going to share our great work with others.</i>
-------------------	---

Teach	<ul style="list-style-type: none"> • <i>We have some really interesting, new learning that we learned in this unit. Now we are going to share this information with others. I am going to show you some possible ways to share your learning but you might even think of a better way.</i> • <i>I was thinking about the book club that calls them the Wizards. In this group the studied books around the topic of community helpers. They found out that community helpers in rural areas are similar to urban communities but also different. Like a veterinarian in a rural area usually specializes in taking care of large animals because there are more horses and cows but in urban areas the veterinarians usually take care of smaller animals like dogs and cats. That is really important learning that they may want to share. So they may decide to take their new learning and create a poster or a big book or a chart to share this learning.</i> • <i>The first thing the groups have to do is to</i> <ol style="list-style-type: none"> 1. <i>Think what do we want to share?</i> 2. <i>How will we share it?</i> 3. <i>Make a plan (Joe creates the picture, Eli does the color, etc.)</i>
--------------	--

Active Engagement	<ul style="list-style-type: none"> • <i>I want you to turn into your book club and think about these things...</i> <ul style="list-style-type: none"> ○ What do we want to share? ○ How will we share it? ○ Make a plan • Turn and talk with book clubs, what do we want to share, how will we share it and make a plan.
--------------------------	--

Link	<ul style="list-style-type: none"> • <i>So, today when we move into our book clubs we will begin putting together our new learning in a way so that we can celebrate with others.</i> • Remind the ways we care and cooperate with and for our partners.
-------------	--

Reading Unit of Study

2nd Grade: Readers Learn from Informational Reading, Unit 3

	<ul style="list-style-type: none">• Move to clubs first.
Mid-Workshop Teaching Point	<ul style="list-style-type: none">• Share out some plans.
Book Clubs	<ul style="list-style-type: none">• Clubs will work on their plan for sharing new learning.
After-the-Workshop Share	<ul style="list-style-type: none">• Book Clubs share new learning with others.