

**Reading Unit of Study**

**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**



**2<sup>nd</sup> Grade Unit 4**  
**Series Reading: Cross Genre Clubs**  
**08/04/2014 Draft**

**Note: This unit is currently under pilot and review. Revisions will be made in the summer of 2015.**

# Reading Unit of Study

## 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

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#### Resource Materials Section

See Separate Packet

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

# Reading Unit of Study

## 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

### Abstract

There are many reasons to have students read series books. Children’s comprehension is shepherded when they come across characters and settings, again and again, book after book across a series. This supported learning naturally occurring in series reading is also aligned with the Common Core Standards. The introduction of a single book in a series will open the door for readers to feel set-up to read all the books in the series. The work, too, allows readers to step into the more complicated work of following characters across multiple books, much like the thinking they will encounter when they follow characters across multiple chapters once reading multichapter books.

Groups of three to four readers, or clubs, will play an essential role in helping readers to use their thinking and jotting to talk more to other readers about similar titles of books in a series. The option of leaving readers in partnerships is an alternative given teachers’ comfort levels with classroom management to support larger groupings. Either way, readers will pull from previously learned strategies and integrate what they know about characters into and across series books.

The first concept, *Readers figure out how a series flows, by seeing patterns and predicting what will happen*, asks readers to learn to look for patterns, and how the series will go. They will tune into predictable character traits having read one book and then another and another. Readers will continue to jot on post-its and/or in notebooks to show their thinking, based on reader and teacher need. Readers will tune into how the character acts; their troubles, changes and feelings and ask “Why is this part important to the story and/or series?”. Teachers will want to keep one eye on readers’ comprehension within the series and the other eye on the level of talk within the club. Allow for just as many conferences and small group meetings to demonstrate and teach conversation as comprehension. The CCSS Speaking and Listening standards for second grade are woven throughout the unit only if a teacher is keen enough to observe readers during the talk opportunities with the standards in mind and teach into what is happening in those conversation moments.

The next concept, *Readers of series expect surprise*, asks readers to use their knowledge of patterns to see the surprises or unexpected parts within in a series. This work will nudge readers to form opinions as to why they believe the unexpected portions are part of the story. They may also hear and consider alternative points of view from other members in their club. Readers will use their post-its to jot about those unexpected, “out-of-character” times and see that these parts create opportunities to know their characters even better. Readers will learn to extend their thinking and ask, “Why did he/she act this way...I think it’s because...”. Teachers will showcase that this kind of jotting and thinking allows readers to think deeply about characters and support future readings in the series. Readers will begin to create big ideas about their characters, their stories and their series with text evidence in their writing and conversation.

The third concept, *Readers expand ideas by thinking across different series and use conversation with others to further grow thinking*, props readers up for comparison and contrast work. Readers will use the reading and thinking from one series to compare and contrast the reading and thinking from a different series. Throughout this concept, readers are given a choice as to how to organize the work of the club, supported and demonstrated through mini-lesson, anchor charts and small group instruction. Clubs will also move beyond “in the text” thinking to think about how their reading and thinking applies to the world at large. Readers will learn to say, “This author’s message is...because...” or “This book or series is teaching the lesson of....because...”.

The last concept, *Series book readers find ways to learn more about the topics in their series and share what they’ve learned*, will show readers how to let their fictional reading lead them to learn about topics from informational reading and fit that learning back into the fictional story. Readers will learn to search out the topics within their series stories and then question and research around those topics, in order to learn more. Readers will be encouraged to use informational text from books, magazines, websites or digital media. Extending this research and learning through homework is an optional course, but may allow readers to spend more time uncovering information to help them understand their series more deeply. Nearing the end of the study, readers will carve time to teach each other what they have learned around the topics under research and clubs will meet up with other clubs to learn about a series different from their own reading. This will be a celebration in sharing all the strategies that readers have learned across their reading of series books.

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#### Background Information

This, essentially, is a second study with a focus on narrative text, solely, with a tighter focus of character across multiple books within the same series with readers organized in clubs of three or four. Pull out: Poppleton, Frog and Toad, Cam Jansen, The Zack Files, A-Z Mysteries, Ready Freddy, Pony Tales, Zeke Meeks, Kylie Jean, Arf, Froggie, Little Bear, Amber Brown, Amelia Bedelia and any additional series which match the level of readers in your class. Readers reading below levels K/L will still read from series books. Rigby, Capstone, Sundance, Mary Ruth Books, reading Reading Books, and Pioneer Valley Press all publish and distribute series books starting with reading level A. Once series books are organized think about how clubs will run. Will clubs read across one series stored in a collective tub, sitting close together, silent reading, same series, but different titles throughout a week? Or, will clubs read across a series reading the same title (4 copies of each title) before moving on to the next title in the series, with agreed upon stopping places and pacing? The levels of readers and the quantity of resources may dictate the structure cross genre reading clubs take on. There are multiple ways to structure time, titles, series, levels and readers; just make sure to think about the quantity of texts to readers and the time each series book will take to read levels of readers. Differentiating within and throughout the unit, making adjustments based on readers, will strengthen overall implementation.

Call on teacher and student expertise; charting and language from Unit 2 Character Study will support this work. Remind readers that they already know so many strategies for following characters across books and reading stories. Feel free to use similar organizational structures for the classroom library as used in the character study. Baskets/crates holding one series seem to make the most sense or a crate of like level series stored together. Plan to guide readers toward appropriate leveled series baskets even if you have enough text to allow total choice for a club. Teacher guidance across the unit is necessary and important. Introduce one book in a new series as part of a guided reading meeting. Plan to nudge readers into series they may have never picked up without your thoughtfulness no matter the level.

\*Seeing that readers are like-level grouped by three and/or four readers, ideally, make sure readers continue to keep individual book bins or bags for the natural occurrence of slower readers and faster readers, especially if a club is in a like title club (everyone is reading book one of A-Z Mysteries) with agreed upon stopping places. Readers should feel free to shift their reading if necessary in order to stay in pace with the club while also continuing to utilize their reading minutes in their own just-right text. Readers whether higher leveled or lower leveled may even read from a separate self-chosen series outside of their book club series reading, if series texts are available.

Wisely choose read aloud text from a series that no one in the class is reading. Choose shorter text, which allow you to read multiple texts from a series across a week to showcase patterns, make connections and comparisons. This will allow readers to see how a proficient reader tackles holding onto text from book to book in a series, without the wait time that a longer text would require in read aloud. The texts used in the mini-lessons throughout this unit have been chosen to safeguard common titles and favorite series that most likely make up teachers' classroom libraries and leveled bookrooms. All the mini-lesson demonstration titles are current and can be ordered.

Lego City Police Stories: Episodes 1-6 <http://www.youtube.com/watch?v=OJ33K1Usnyk> is a digital text series that is woven into read aloud with accountable talk and mini-lesson. By using digital text, readers are able to use what they see and hear and integrate comprehension strategies they will need as readers, as well. Plan to view episodes 1-3 before unit mini-lessons or within the first two days of the unit. The idea is to give support for the work in this unit by viewing and talking before readers head into their own series. Plan to use these episodes as one would a book series. Watch one episode all the way through just to get the gist and jiggles out. Then plan to watch and stop at places where you can pose questions for thinking, like, "What are the traits of the criminals/the police?". After watching episodes one and two, Ask, "What patterns are you noticing in this series?" "How does the story begin and end?" "Do the criminals always act in the same way?" "Do the police, which ways?" Ask readers to look for patterns and surprises. Readers can say "The police always/never/sometimes\_\_\_\_because\_\_". Or the "Criminals always/never/sometimes\_\_\_\_because\_\_". Before watching episodes 4-6 move readers to make theories about the criminals and police; "My theory is that the criminals will\_\_because I know\_\_\_\_." Stop mid-way through episodes 4-6 to have readers predict "This part makes me bet this means\_\_\_\_will\_\_\_\_because" or "I think the criminals will \_\_\_\_because they always/never\_\_\_\_\_". Lego City Police Stories is a series just like a set of series books. Think of each episode as another book in the set. Help readers see how they can use their thinking more deeply across the series. Once episodes have been viewed and discussed feel free to refer to them, just as one might refer to a read aloud text in mini-lesson. Charting digital text thinking as you view and talk is just as important as the charting you

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might do in read aloud with print text. Feel free to create lists of character traits, patterns within the series, note surprises, and theories before viewing and during.

Teachers should equip themselves with the tools necessary for noticing and naming the second grade speaking and listening standards at <http://www.corestandards.org/ELA-Literacy/SL/2> to target necessary instruction as readers are speaking and listening in read aloud with accountable talk and series clubs. Although, there are numerous lessons on ways to work together and talk in clubs, there is no stronger method of teaching than demonstrating the expectations in the midst of what is actually occurring in readers' behaviors. Teacher observations will turn into strategy groups and club conferences. Instruction during the independent reading block and the daily club talk time is essential for helping every reader meet the standards in speaking and listening.

\*This unit will work with partnerships pairings (two to three readers) instead of organizing larger clubs of three and four readers. Organizing clubs of three to four readers supplies a lift in rigor, engagement and opportunity to grow discussion strategies but also requires strong classroom management and may require varied demonstrations and expectations on ways groups of people work together beyond the supplied lessons depending on class size, make-up, and levels of readers.

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#### Resources and Materials Needed

##### Book List Series Book Reading:

- See booklist in unit resource packet for Second Grade Unit 4
- Teachers College Reading and Writing Project: <http://readingandwritingproject.com/resources/book-lists-classroom-libraries-and-text-sets-for-students/current-classroom-libraries.html> (Click on Series Books)

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

- Readers will organize around a series based on their level of reading, but still need teachers to consider number of books based on pace of reader and number of words a page. One series club may meet around a basket of 10-15 books if they are reading levels A-C, while higher level readers will need fewer titles due to longer length of text.
- Readers may still need to shop for just right text to read if their classrooms are not equipped with enough series at their levels to keep them reading for the entire independent reading time. Also, higher level readers may need an additional series to follow outside of their club if they are faster paced readers than the others in their club. Teachers will consider whether their readers need to shop for additional just-right books while in clubs. If they do...
- These baggies will be altered each week (approximately) until shopping routines are taught. Exchanging of books should be done outside the reading workshop and with high teacher guidance. One suggestion is to allow readers to return books and select new books from crates out on tables, organized by type of text (e.g. Levels, Emergent Story Books, and Informational). The class may be working independently as the teacher assists readers in small groups. Teachers will need to assign a quantity per reader, per crate (example: Select 7 books from the A-C crate, 2 Emergent Story Books, 2 informational, 2 Choice). This method will only exist until shopping for just-right reading is discussed, once assessments help identify reading levels.

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

#### Teacher Resources

- Crates/Boxes filled with leveled series books matching the range of reading levels of the class
- Gallon-size plastic bag for every reader and the teacher
- Abundance of chart paper
- Charts from unit 2 Character Study
- Abundance of post-it/sticky notes in all kinds of shapes and sizes
- Easel
- Meeting area
- Markers
- Pens or pencils for readers, stored in baggies
- Post-its/sticky notes stored in baggies
- Teacher's text for demonstrations in bag or crate: Leveled series books like levels as readers but unlike titles or series
- Large crates to hold individual bags after workshop (makes for easy cleanup and distribution)
- Book list for series book reading

#### Professional Resources

Calkins, L. (2001). *The Art of Teaching Reading*. Boston: Allyn and Bacon.  
Calkins, L. (2011-2012). *A Curricular Plan for Reading Workshop, First Grade*. Portsmouth, NH: Heinemann.  
Collins, K. (2004). *Growing Readers: Units of Study in the Primary Classroom*. Portland, MA: Stenhouse

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Goldberg, G. & Serravallo, J. (2007). *Conferring with Readers: Supporting Each Student's Growth & Independence*. Portsmouth, NH: Heinemann.

Serravallo, J. (2010). *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*. Portsmouth, NH: Heinemann.

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

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#### Why a script?

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

#### Additional lesson information:

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

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

**Independent Reading and 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 repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project).

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

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

**Concept I: Readers figure out how a series flows, by seeing patterns and predicting what will happen**

Session 1	Readers bring all that they know about the series to each new title to notice patterns and new information.
Session 2	Readers know series books are predictable and think about why the pattern is happening, by asking "Why is this pattern important?"
Session 3	Readers make theories as to why events are happening by noticing a character's troubles, changes, or big feelings and answering, "why is this happening?"
Session 4	Readers make theories by saying and jotting, "I think this part (character trouble, changes, feelings) means that .....will.....because...."
Session 5	Readers look over their post-its before meeting with clubs to decide what is important to talk about.
Session 6	Readers think about how different books in a series go together by asking questions.

**Concept II: Readers expand ideas by thinking across different series and use conversation with others to further grow thinking.**

Session 7	Readers read a chunk of text and ask, "What do I know about my character so far?"
Session 8	Readers, when surprised by their characters, sort out their thinking with others through conversation.
Session 9	Readers look out for, find and think about the why these unpredictable parts in series are different.
Session 10	Readers reflect on the series book they've read and ask, "What was this whole book about?" Or "What is the author trying to teach me?"

**Concept III: Readers of series expect surprises.**

Session 11	Readers think across series to find patterns, by asking "What is the same or what its different?"
Session 12	Readers have choices for comparing and contrasting series books and make decisions with others.
Session 13	Readers come up with new theories as they study characters from book to book to book within a series.
Session 14	Readers see how their theories or ideas from their series books matter to the real world by thinking about how the lesson or message matters to their life.

**Concept IV: Series book readers find ways to learn more about the topics in their series and share what they've learned.**

Session 15	Readers say, "I want to learn about that" having read about topics in their series that interest them".
Session 16	Readers can research and learn about topics on their own or with others related to their series book reading.
Session 17	Readers reread back and forth between series books and informational books to see how their understanding changes after learning about a topic.
Session 18	Readers decide if they can answer a question quickly or if they will need more time and resources to learn more about their topic.
Session 19	Readers use all the information they've learned to teach others and to talk smart about their topics
Session 20	Celebration: Readers celebrate all they have learned about series reading by sharing their learning with others.

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

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

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

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

#### **Routines**

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

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

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

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

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

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

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

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

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

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#### **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

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#### Read Aloud with Accountable Talk

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

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

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#### Reading Aloud and Reading Workshop Focuses Across the Year

Unit of Study	January/February	February/March	March/April
	<p><u>Series Reading: Cross Genre Clubs</u>  <b>Read 2-3 books from at least <u>two</u> different series before the 6<sup>th</sup> lesson. Utilize Levels J,K and L/M Short narrative, initially. Turn to multiple short Informational texts related to one topic (ex. frogs) final week.</b></p>	<p><u>Informational Reading Clubs</u>  <b>Utilize</b></p>	<p><u>Traditional Literature: Fables, Folktales and Fairytales</u>  <b>Read aloud short narrative fiction (Little Bill, Franklin, Frog and Toad) alongside fables, folktales and fairy tales from diverse cultures. Utilize levels L/M, if possible to match readers' benchmark level.</b></p>
<p><b>Read Aloud Focus</b></p>	<ul style="list-style-type: none"> <li>• Readers think about how watching a TV series is like reading a series: Lego City Police Stories: <a href="http://www.youtube.com/watch?v=OJ33K1Usnyk">http://www.youtube.com/watch?v=OJ33K1Usnyk</a></li> <li>• Readers see that series books have predictable parts/patterns. Does the character always say___? Does the character always run into a problem near the beginning?</li> <li>• Readers pay attention to character trouble, changes, big feelings and flag these places.</li> <li>• Readers come up with theories about the character.</li> <li>• Readers look over post-its before meeting to talk, talking and thinking to themselves, about what they understand about the characters in the series.</li> <li>• Readers know that characters in series aren't just once way, like people, they are complex. Readers say "sometimes" to explain the way their characters act.</li> <li>• Readers think about the surprising parts and what the surprises tell them about their characters.</li> <li>• Readers compare and contrast books within a series and also a series to other series. Looking for patterns, issues, and big ideas.</li> <li>• Readers study characters interactions with other characters and ask, what do these interactions tell me about this character?</li> <li>• Readers might want to learn more about a topic or</li> </ul>		<ul style="list-style-type: none"> <li>• Readers step into the characters shoes by role playing using body actions and facial expressions and changes in voice.</li> <li>• Readers become actors seeing the story as a cartoon show or movie playing out with others in class as we read.</li> <li>• Readers anticipate the way characters will act or sound because they are imagining the story has come to life.</li> <li>• Readers read and reread slowly to gather every detail in order to empathize with their character.</li> <li>• Readers imagine the actions of all characters and the sound effects and setting like directors of movies.</li> <li>• Readers pay attention to what and why and how a character does things.</li> <li>• Readers understand the villains have important roles to play.</li> <li>• Stories show both good and the bad, acting out of jealousy, people struggle but overcome (Example: Little Bill; The Meanest Thing to Say, Three Pigs and Bad Wolf and Cinderella),</li> <li>• Readers compare storylines (Example: Little Bill, Three Pigs and Bad wolf and Cinderella),</li> <li>• Readers compare morals and lessons</li> <li>• Readers notice that fiction contains similarities</li> </ul>

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Unit of Study	January/February	February/March	March/April
	<p><u>Series Reading: Cross Genre Clubs</u>  <b>Read 2-3 books from at least <u>two</u> different series before the 6<sup>th</sup> lesson. Utilize Levels J,K and L/M</b>  <b>Short narrative, initially. Turn to multiple short Informational texts related to one topic (ex. frogs) final week.</b></p>	<p><u>Informational Reading Clubs</u>  <b>Utilize</b></p>	<p><u>Traditional Literature: Fables, Folktales and Fairytales</u>  <b>Read aloud short narrative fiction (Little Bill, Franklin, Frog and Toad) alongside fables, folktales and fairy tales from diverse cultures. Utilize levels L/M, if possible to match readers' benchmark level.</b></p>
	<p>place based on the reading in their series.</p> <ul style="list-style-type: none"> <li>• Readers can jump into informational text to help them read their series.</li> <li>• Readers can reread to think about their informational reading and whether the series presents true or untrue facts.</li> <li>• Readers ask questions while reading, knowing that they can bring their questions to their club and informational text, possibly.</li> <li>• Readers use all they know about their series to talk and listen in their club. Listening in ways that might have readers learn more about the series they are reading.</li> </ul>		<p>no matter the genre.</p> <ul style="list-style-type: none"> <li>• Readers know how fables and fairy tales tend to go.</li> <li>• Readers know that stories contain morals and lessons</li> <li>• Readers know that fables and fairy tales sometimes resemble real life but many times don't.</li> <li>• Readers see text-to-text connections across mixed genre related to character, setting, plot, and author's message.</li> </ul>

#### Read Aloud Suggestions for Series Reading: Cross Genre Clubs

These titles have been chosen for their short word count yet meaningful story structure and engaging storylines. Feel free to substitute with texts that meet similar criteria.

- Digital text: Lego City Police Stories Episodes 1-6 <http://www.youtube.com/watch?v=OJ33K1Usnyk>
- Arf Level J by Philip Wooderson, Capstone Publishing -Realistic Fiction/Mystery Graphic Novel
- Pony Tales Level K/L by Bernadette Kelly, Capstone Publishing -Realistic Fiction
- Lunch Lady Level M by Jarrett J. Krosoczka, Scholastic -Fantasy/Adventure/Mystery Graphic Novel
- Katie Woo Level H by Fran Manushkin, Capstone Publishing – Realistic Fiction
- Poppleton Level J by Cynthia Rylant, Scholastic – Realistic Fiction
- The Stories Julian Tells by Ann Cameron, Scholastic – Realistic Fiction

Exact titles within the series are listed in the lessons where they are utilized for the teaching and learning.

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### Lesson Plan

<b>Session</b>	1
<b>Concept</b>	Readers figure out how a series flows, by seeing patterns and predicting what will happen
<b>Teaching Point</b>	Readers bring all that they know about the series to each new title to notice patterns and new information.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in by three and/or four readers by like reading levels</li> <li>• Crates/bins/bags of books organized by series</li> <li>• Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>• Post-its</li> <li>• Teacher’s bag/bin of read aloud series books, matching readers levels, to be used in mini-lesson demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Arf and the Three Dogs</i>, by Philip Wooderson, <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> <li>• <i>Arf and the Greedy Grabber</i>, by Philip Wooderson <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> <li>• <i>Arf and the Metal Detector</i>, by Philip Wooderson <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• <b>It will be helpful to have read two Arf books (listed above) or two books from the same series before this lesson. Additionally, a third title in the series is needed for active engagement.</b></li> <li>• <b>If you plan to use lesson 6, you will want to read aloud book 1 and book 2 from the Lunch Lady Series before lesson 6.</b></li> <li>• Ask readers to come to read aloud and minilesson seated next to the members of their club.</li> <li>• Asking that clubs come to the minilesson seated next to each other is helpful. Readers can also bring their like title books and before they head off to read, make a plan for how far they will read during independent reading. If it is a book, like <i>Henry and Mudge</i>, they should plan to read the entire text, and then move to the next one in the series.</li> <li>• If clubs are sitting next to a crate filled with a series, like <u>Amelia Bedelia</u>, during independent reading explain that clubs should choose the same title each day, if they are able. If like-titles are not available they will choose different titles in the same series as they progress.</li> <li>• If like-titles are hard to come by, have members swap titles before heading into their third title, so that they each have read two of the same text to talk about.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Readers some people follow favorite athletes. For example my oldest son loves the Detroit Red Wing Pavlov Dadzok. My son knows this hockey player’s moves before he even makes them; he can pick him out on the ice just by the way he skates. Some people follow favorite shows. My Middle son loves The Food Network. He knows the names of all the chefs that appear on those cooking shows. He knows which chef is a baker and which one likes to fry food and which one likes to use lots of spices. Some people follow their favorite character. My youngest son loves Spongebob. If he hears Spongebob or sees Spongebob flash across the TV, he comes running or stops what he is doing to watch Spongebob.</i></li> <li>• <i>Readers follow characters sometimes, just like following Spongebob. Readers follow characters in series (hold up a Arf/series). A series is a set of books, where each book tells a story about the same main character. If you are reading in a series, you wind up reading about the same characters, book after book. You follow that character through each book you read.</i></li> <li>• <i>Today I want to teach you that when you are reading a series of books, you take everything you know about that series with you into each book and you try to notice patterns-things that repeat or new information.</i></li> </ul>
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<b>Teaching</b>	<ul style="list-style-type: none"> <li>• <i>Over the last couple days I read aloud from two of the books in the Arf series. We initially thought Arf was going to be a dog, but we learned that Arf was a boy and the main character in the Arf series. We also</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<p><i>realized right away that each book was set up in the exact same way. The book starts with a picture list of characters. We now expect that Arf will have his mom, and sisters with him in every book, just like we expect Spongebob will have Squidward and Patrick. The series is a graphic novel, where the story is mostly told in speech bubbles, like a comic strip with little rectangles occasionally giving more information like the time of day or where the characters are. The way this book is set-up is always the same. This would be considered one of the patterns in this series.</i></p> <ul style="list-style-type: none"> <li>● <i>I have read two of the books in the series. I already know so much about Arf and his family. I know that Arf has a mom, two sisters named Gloria and Bee and a dog named Hoppa. I realized that these same characters were in the second Arf book...these are more patterns...these details repeat...but I also noticed that there were new characters introduced in that second book. Remember (show page 4) how I thought Mr. Sanjay and Mr. Nimby would be in the second book but I realized there were a couple new characters, the Greedy Grabber and Mrs. Duddley. This is new information, isn't it?</i></li> <li>● <i>Another pattern is that Arf's older sister doesn't talk in a nice way to Arf. Another pattern is that Arf just seems to shrug off her mean ways.</i></li> <li>● <i>In the two I've read, there have been problems. This is another pattern. In the first one, the neighborhood group wanted to close down the dog shelter but Arf's family and friends did not want it closed. In the second one, Arf, Gloria and Bee wind up holding a purse that doesn't belong to them. In fact, they think it belongs to Mrs. Duddly...they don't know why a man would have it. They need to find the owner of the purse.</i></li> <li>● <i>Readers, do you see and hear how I am able to talk about these characters and the patterns and new information because I've been following them across two books. I know what to expect now when I start to read the third book and I can make some predictions for the next book.</i></li> </ul>
<p><b>Active Engagement</b></p>	<ul style="list-style-type: none"> <li>● <i>Readers I have the third Arf book here in my bin. It is called Arf and the Metal Detector. I want you to think about what you already know about this series and talk with your club members about what you think will appear in this third Arf story based on what you already know about the Arf Series.</i></li> </ul>
<p><b>Link</b></p>	<ul style="list-style-type: none"> <li>● <i>I heard Eli say that he knew Arf, Mom, and Bee and Gloria would be in the story. His club also said that they would need to pay close attention to the new characters. Their club is predicting there will be new characters. These are details worth jotting like this (demo) on a post-it and flagging in your book.</i></li> <li>● <i>Ethan's club reminds us to use the blurb on the back of the book. Yes! We know to use that always before we set off to read. There is always a tiny blurb with Arf books.</i></li> <li>● <i>I also heard Evan's group saying that the cover really didn't give many details seeing that it is just a picture of Arf smiling. They were predicting that Arf would have some kind of trouble with a metal detector... but they really weren't sure what kind. This is also worth jotting...it might be a question like "what kind of trouble will Arf encounter?". Readers, you were using what you already knew about this series. You were carrying what you knew into your thinking for the reading of this next book. As you begin reading your series books, pay attention to the patterns, what repeats, and pay attention to the new information. Carry what you know about the first book into the second book and the third.</i></li> </ul>
<p><b>Mid Workshop Teaching Point</b></p>	<ul style="list-style-type: none"> <li>● <i>Readers, when we read in a series, we are able to notice new details more easily, because we already know so much about the characters and storyline. Remember to jot these patterns and new details so that you can talk with your club after independent reading about your thinking and findings.</i></li> </ul>
<p><b>Clubs</b></p>	<ul style="list-style-type: none"> <li>● <i>Readers, seeing that you and your club are reading the same book or series, you now can talk to each other about what patterns you notice in this series. You can also talk about the details that were new or different between books, if you have read more than one.</i></li> </ul>
<p><b>After the Workshop Share</b></p>	<ul style="list-style-type: none"> <li>● <i>Readers, I would like you to come to minilesson and share time every day throughout this unit and sit next to your club members. When we have opportunities to turn and talk, we won't just talk to a partner...we will do our best to talk with two or three other people. This is always a little more complicated than just partner talk. We will work on lots of ways to hold our conversations and make sure that we are listening to all of our club members and making sure that everyone is getting a chance to share their thinking. We will also show understanding, knowing it's just a short time to talk, so if we were only given enough time to listen to one idea, we will know that more time is coming after independent reading for club talk.</i></li> </ul>

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	2
<b>Concept</b>	Readers figure out how a series flows; seeing patterns and predicting what will happen
<b>Teaching Point</b>	Readers know series books are predictable and think about why the pattern is happening, by asking “Why is this pattern important?”

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in by three and/or four readers by like reading levels</li> <li>• Crates/bins/bags of books organized by series</li> <li>• Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>• Post-its</li> <li>• Teacher’s bag/bin of read aloud series, matching readers levels, to be used in mini-lesson demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Arf and the Three Dogs</i>, by Philip Wooderson, <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> <li>• <i>Arf and the Greedy Grabber</i>, by Philip Wooderson <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> <li>• <i>Arf and the Metal Detector</i>, by Philip Wooderson <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• If voice volume is not an issue in your class as multiple clubs come together to talk, feel free to choose a more needed focus for the teaching share than the one suggested.</li> <li>• Any time, an alternative share time could be the use of read aloud text or digital series to give more support. Especially if independent reading shows the need for more time and practice. This might involve revisiting a text and having more time for thinking and talk. Or moving into new portions of text with the opportunity to watch a teacher think aloud or predict based on series knowledge.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, yesterday we learned that series book readers follow characters from book to book in a series. We learned that we use what we know or we carry what we know with us from book to book.</li> <li>• Today I want to teach you that we don’t just notice these patterns and keep reading, NO!...we are the kind of readers who notice these patterns and ask, “Why is this pattern important?”</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>I’ll need my post-its to show you how this looks.</i></li> <li>• <i>When I was reading the second Arf book, the Greedy Grabber, I noticed the pattern of Gloria the older sister and how mean she spoke to Arf. I need to make a note here on my post-it (writing “Gloria is always mean to Arf...this is important because it makes me feel sad for Arf”</i></li> <li>• <i>Readers, do you see how I noticed a pattern, Gloria’s mean talk to Arf, and I made a post-it to flag this part. I also took an extra step. I wrote THIS IS IMPORTANT BECAUSE....</i></li> <li>• <i>There might be lots of reasons why it is important...maybe you were thinking that this pattern was important because it shows what Arf has to put up with...or it shows how he really doesn’t care much about what she says.</i></li> <li>• <i>There really might be more than one or two reasons why a pattern is important. That is why we have time to talk with our clubs. We will get to hear all kinds of different ideas related to the same reading.</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Now, another pattern I noticed and flagged in The Greedy Grabber, and The Three Dogs, is that Arf gets involved in some kind of activity in the beginning. In Three Dogs, his mom asks him to take the dog for a walk and buy a newspaper and in The Greedy Grabber, he goes to his room to create a project or practical joke. Now, I want you to think for a minute...I wrote here on my post-it “Arf always is involved in an activity in the beginning. This is important because...</i></li> <li>• <i>Now, talk with your club...why is this pattern important to Arf or to the story? What would you write on the rest of the post-it?</i></li> </ul>

## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<ul style="list-style-type: none"><li>● <i>Start your club talk with “This is important because...”</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>● <i>Readers, as you were talking in your clubs, I loved how I heard one club say it was important because it gave Arf something to do and I heard another club say it was important because it really starts the story. If he doesn’t have an activity, he would just be sitting there doing nothing. You were noticing that his activity starts the events in the story.</i></li><li>● <i>You were helping me think about the pattern I found and asking “Why is this important?”.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>● <i>Readers, if you are having trouble finding patterns in your series, think about whether your character always says the same thing, or acts the same way, or treats people the same way. Maybe your series starts the same way each time or ends the same way. Maybe it uses the exact same words in each book you read. You are looking for details that repeat from book to book and then asking, “Why is this pattern important to the character or to the story?”</i></li></ul>
<b>Clubs</b>	<ul style="list-style-type: none"><li>● <i>Today, our work in clubs continues to have us thinking, talking and sharing our post-its about why a pattern is important to the characters or the story. I’d like you to share your thinking by talking from your post-its. Remember to use your discussion strategies to listen well, add on to what someone has said and build your conversation before starting a new idea. These are all strategies we’ve been practicing in read aloud.</i></li><li>● <i>I’ll be listening to your talk.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, I heard so many clubs sharing from their post-its. You were sharing why you thought patterns were important to your characters or story. I’d like us to work a little on sitting close to our club members and using a soft enough voice so that other clubs do not hear us but loud enough so that our club members can hear us. Let’s spread out a little hear on the carpet, but stay as a club...</i></li><li>● <i>I’ll pose a question or statement and then as a club begin talking paying attention to your voice volume as you build your conversation. If I feel we are loud as a class, I will hit my chime then try and adjust your volume.</i></li><li>● <i>(Pose talking topics based on your read aloud series, even if you have already talked about them in a similar way. The focus here is voice volume.)</i></li></ul>

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	3
<b>Concept</b>	Readers figure out how a series flows; seeing patterns and predicting what will happen
<b>Teaching Point</b>	Readers make theories as to why events are happening by noticing a character’s troubles, changes, or big feelings and answering, “why is this happening?”.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped in by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Post-its</li> <li>● Teacher’s bag/bin of read aloud series, matching readers levels, to be used in mini-lesson demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Arf and the Three Dogs</i>, by Philip Wooderson, <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> <li>● <i>Arf and the Greedy Grabber</i>, by Philip Wooderson <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> <li>● <i>Arf and the Metal Detector</i>, by Philip Wooderson <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● In Unit 2 readers learned to notice characters’ wants and troubles. They also followed character’s feelings and changes. This lesson essentially is spiraled back with new challenges in mind. Readers will need to think about troubles, changes and feelings across the series.</li> <li>● Character change at these levels, J/K/L, is slight and often tied to feelings (from sad to happy or frustrated to proud). Text levels M/N/O will present richer characters where traits may alter due to events in the story.</li> <li>● Feel free to suit lesson to your students across more than one day, feel free to break up the noticings (trouble, changes, feelings).</li> <li>● Making theories can be challenging. Accept lots of possibilities as long as the reader is staying close to the text and supplying evidence for their thinking. In time, readers will learn to connect their thinking from event to event. At this time theories may seem to jump around instead of following one idea.</li> <li>● Additionally, the books at levels J/K/L will lack depth of character. Therefore, a simply theory that a character wants money and will find a way to make it fits the level of text complexity.</li> <li>● Using a known read aloud text in this lesson allows readers to think of accurate theories as you think aloud, reducing the complexity of the lesson. In read aloud with accountable talk make sure readers have the opportunity to make theories based on unknown texts’ troubles, changes and feelings.</li> <li>● The after the workshop share is a short read aloud with accountable talk to further allow supported practice using the language and thinking of theory making. Feel free to use Lego City Police Stories or read aloud text.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, we’ve been doing a lot of thinking about our characters in our series by noticing patterns and new information. Yesterday I asked you to think about WHY the pattern or new information was important.</li> <li>● Today, I’m going to ask you to make theories about why events are happening by noticing your character’s troubles, changes, and/or feelings and asking, “Why is this happening?”. You will use your post-its.</li> <li>● Remember a theory is really a prediction you have about what is going to happen throughout the story. We readers try to stick with a theory once we’ve made one unless the information in the book makes us change our theory.</li> <li>● Watch me as I show you what this might look like inside your book. I’ll use Arf to demonstrate how I notice troubles, changes and feelings and how I make a theory by asking, “Why is this happening?” and giving an answer.</li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

<b>Teach</b>	<ul style="list-style-type: none"> <li>● Really watch and listen, now, readers, because I'm going to ask you to explain what I did to your clubs...there are a lot of steps to this reading work...(Plan to count steps on fingers as you show the process)</li> <li>● First, let me read a bit starting on page. 7 of <i>Arf and the Three Dogs</i>. (Read)</li> <li>● Second step, think...Arf wants money for a computer game...wanting something is a little like a trouble or problem, he needs to figure out how to get the money for the computer game he'd like.</li> <li>● Third, I need to ask, "Why is this happening?" and answer ...I think this trouble of needing money is happening because it creates a problem for the character, Arf, to solve. He needs to figure out how to get the money he wants for his computer game. I'm going to write "I think Arf's money trouble is happening because now he will think of a way to make the money he needs."</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● I showed you three steps for doing this work. See if you can tap your fingers like I did and together with your club, come up with the three steps I took to make my theory as to why events are happening.</li> <li>● Listen in. Coach. Carry book and model quickly if necessary.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>● Readers, today, when you are reading your book, you have a lot of work to do. You might just be starting a book, so you are noticing patterns and new information and thinking about how these are important to the characters or story. You also are jotting on post-its aren't you.</li> <li>● Then as you read, you are watching for troubles, changes and feelings in your character. I only demonstrated with a trouble of Arfs. I could have read on and noticed this part on page 8 where he's feeling angry or embarrassed that the man with the dogs ran him down and left him in a pile of cans. I need to then write on my post-it Arf is angry and I have a theory that this man and dogs will in some way help Arf make the money he wants. Do you see readers how I tried to stick with my theory from the first post-it? This is hard work and we may spend more than just today thinking about our character and how to make theories about what might happen based on what we notice.</li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>● Readers, I made a chart today to help us keep track of all this work inside our series books (See Resource Packet Unit 4). On the chart I listed Series Book Readers: 1. Notice patterns 2. Notice new info 3. Say, "this is important because..." 4. Notice troubles, changes or feelings 5. Make theories about their characters, "My theory is..."</li> <li>● As you read and also as you talk with your club, you can refer to this chart to remind yourself about the hard work we are doing inside our series books.</li> </ul>
<b>Clubs</b>	<ul style="list-style-type: none"> <li>● Ask clubs to share the work they did within their text. Plan to confer with clubs based on their talk and jots. Encourage readers to use "My theory is...because... or I made a theory that...because..."</li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>● Plan to read aloud a bit from a series book in progress from read aloud with accountable talk or plan to watch one of the Lego City Police Stories episodes. Stop at troubles, character changes or feelings and ask readers to think about why the trouble or change or feelings are happening. Position clubs to talk together to make theories by saying I have a theory about this trouble...because.... They should continue to use "I have a theory...or My theory is...I can add more to your theory".</li> <li>● Help build language and discussion along with noticing troubles, changes and feelings in newly read text supported by your reading and stopping places, and think aloud to lead into readers talk.</li> </ul>

### Chart:

Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	4
<b>Concept</b>	Readers figure out how a series flows; seeing patterns and predicting what will happen
<b>Teaching Point</b>	Readers make theories by saying and jotting, "I think this part (character trouble, changes, feelings) means that .....will.....because...."

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped in by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4 Resource Packet</li> <li>● Post-its</li> <li>● Teacher’s bag/bin of read aloud series, matching readers levels, to be used in mini-lesson demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Arf and the Three Dogs</i>, by Philip Wooderson, <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> <li>● <i>Arf and the Greedy Grabber</i>, by Philip Wooderson <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> <li>● <i>Arf and the Metal Detector</i>, by Philip Wooderson <a href="http://www.stonarchbooks.com">www.stonarchbooks.com</a></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● The teach portion of the lesson will work with a familiar read aloud or a read aloud in progress if you only read a talk about one part.</li> <li>● Active engagement will need you to read from a text in progress but from a part readers have not heard yet. You will only read a page or two and pause to let them try using the language stem to create a theory.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, today I want to give you a tip to help with the work we’ve been doing within our series reading. I paid attention to myself reading and making theories last night and realized that I kept thinking in the same way when I came to a character trouble, character change or character feeling.</li> <li>● I found myself saying, "I think this part means that .....will.....because....". I wrote this thinking/conversation stem on our easel here. I want to teach you how to use it, just Like I was using it last night to create theories we read.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>Watch me now...So for example, when I started chapter 3 last night (just show page as you talk) in Arf and the Greedy Grabber, I quickly learned that Arf felt like Gloria had ruined his practical joke. Not only that, the man who grabbed the brown wallet out of Arf’s bag, left his white bag...Arf tried to tell him...but the man ran to a van.</i></li> <li>● <i>Now watch how I think about this (Place book upside down on lap) and create a theory..."I think that this part means that Arf will now feel like he has to find the man to return the white purse to it’s owner because we can see from the picture and what Arf is saying that he wanted the man to take his bag with him".</i></li> <li>● <i>Readers, do you see how I stopped and placed my book down and used the stem "I think this part means that .....will....because..."You heard me say that didn’t you? This language stem helps me make a theory.</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● <i>Readers I’m going to read the next few pages in our book. I want you to practice what I’ve just taught you. When I stop reading, I’m going to say, "This part... " and I want you to finish the language stem and put your own thinking in.</i></li> <li>● <i>Remember I have the language stem written here for you and your club. Listen and then get ready to finish the stem with your own thinking. Take turns listening to each other and trying the stem as a club.</i></li> </ul>
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<b>Link</b>	<ul style="list-style-type: none"> <li>● <i>Readers today as you read I want you to do the same thing we did together but you will need to write</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<p><i>your thinking on your post-it so that you can come back to it with your club. See here, I can write my thinking by using this stem (show quickly, jotting your teaching thinking on post-it and placing it on the first page a chapter 3)</i></p>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Highlight the work around making theories and the thinking and jotting that is helping your readers understand how to make predictions based on previous thinking and text. Try to find examples during conferences that showcase thinking connected across text.</li></ul>
<b>Clubs</b>	<ul style="list-style-type: none"><li>• Ask clubs to share the work they did within their text. Plan to confer with clubs based on their talk and jots.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• <i>Readers, I noticed as I conferred today, that a few readers started putting a page number and their initials on their post-its before sticking it to their book. This is really important for a couple reasons. One, your post-it might fall out...the page number will help you remember the part you were thinking about. Two, if you are sharing titles, and switching by one club member reading title one and one club member reading title two and then you switch...your initials will help your club realize whose thinking is already inside that book. If you are sharing titles from a crate, you will certainly want to start adding your initials.</i></li><li>• <i>These are such helpful strategies for working with sets of books and groups of people. I'm glad we had readers sharing their wise ways today!</i></li></ul>

#### Chart:

Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	5
<b>Concept</b>	Readers figure out how a series flows; seeing patterns and predicting what will happen
<b>Teaching Point</b>	Readers look over their post-its before meeting with clubs to decide what is important to talk about.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped in by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4 Resource Packet</li> <li>● Post-its</li> <li>● Teacher’s bag/bin of read aloud series, matching readers levels, to be used in mini-lesson demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Arf and the Greedy Grabber</i>, by Philip Wooderson <a href="http://www.stonearchbooks.com">www.stonearchbooks.com</a></li> <li>● <i>Post-its with teacher thinking littered throughout demonstration text. Make sure some thinking on post-its is trivial and some connected to the previous lessons so that you can weed out unimportant thinking vs. important thinking.</i></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● The teach portion in this lesson does not require a teacher to tell readers, which of their post-its seem more important than others. You are teaching decisive strategies here and want readers to feel confident about debating their own jottings and confident in their rationale for sharing their post-it. In time, if you hear and observe readers, who need more support with jotting based on lesson objectives or talking based on club conversations, you can pull them into small groups for more instruction.</li> <li>● The reality is that one reader may have a strong rationale for sharing a jot that someone else sees as less important. Seeing how conversation grows from what is shared is part of the learning process. Notice and name for readers when you observe a conversation that grew long due to a well-chosen talking topic.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, I’ve spent a lot of time reading and thinking inside this series book, <i>Arf and the Greedy Grabber</i>, haven’t I? Look at all of these post-its holding all of my thinking....I have so many ideas as I read, and I’ve been making theories when I notice character troubles, changes and feelings.</li> <li>● Now, it’s time for me to talk to my series book club...and I’m not really sure where to start talking. I just have so many post-its. I know I won’t have time to talk about all of them because I need to take turns and listen to my club mates.</li> <li>● Readers, this is a real problem for you. I want to show you today how I look over my post-its and decide what is important to talk about with my club because I know I can’t talk about every single thought I’ve had inside this book. I also know that some thoughts I’ve had will create stronger conversations than other thoughts I’ve had. So it is important to review my jots and consider which ones are worth sharing with my club.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>Watch me as I look over my post-its, read them over and think about what is important to talk about with my club.</i></li> <li>● Teachers will want to demonstrate a reader engaged in reviewing the jottings previously written. Teachers will want to stop and read out loud what is written on the post-its and show thoughtful thinking about whether the topic is important or unimportant to talk about with club members. For example; A post-it might say, “It wasn’t nice when Arf and his sister called the man a nerd”. Now stop and think aloud about whether that jot/comment is important to talk about. It could be or could not be. Another post-it says “I think this part means that Arf and his sister will try to find the owner of the purse because they have information to help them find the person”.</li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<ul style="list-style-type: none"> <li>● Talk about which post-it might bring about more conversation from the club. You could say, “if I say this....I bet club members might say...and that doesn’t seem like a very strong conversation. And then talk the reverse and how another jot would create a strong conversation. Think aloud as if talking to yourself debating which post-its seem more important to you.</li> <li>● Make a selection of which post-it to share and which to just keep in your book by raising it a bit higher or further from the pages of the text or teach readers to make a star on those jots they feel are worth conversation.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● <i>Readers, I am going to show and read to you two more post-its I have inside my book. I want you to think about which one might make a stronger conversation than the other. Remember, either might make strong conversations depending on how you are thinking about it.</i></li> <li>● Read and post on easel two more post-its. Allow readers thinking time and then after 20 seconds or so, ask them to talk with their clubs as to which one might make a stronger conversation.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>● <i>Readers, you are now going to have reading time to read and notice and create theories and consider what is important in your text and series and what is important on your post-its. You can either leave those important jots out a little further from the pages of your text or star them like this. That way, I will see that you are debating for yourself, thinking that will create strong conversation.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>● <i>Readers, in just a few minutes, you will be meeting with your clubs. If you haven’t taken the time to review your jots and thinking, I want you to do that now. Think about your thinking. Which jots will make strong conversations with your club?</i></li> </ul>
<b>Clubs</b>	<ul style="list-style-type: none"> <li>● <i>I’m going to sit outside of clubs today listening to what you have chosen to talk about. I’m going to watch how your club works together to take turns growing your conversation. We should really try to say something about the jot that was shared before we share our own. I’ll be watching for who can do that. Who can say something about the shared jot, before sharing their different idea?</i></li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>● <i>Readers, I’ve decided we need more time and practice with growing conversations. I am going to share a jot, and I want you and your club to talk about my idea, as if I was in your club. YOU MAY NOT CHANGE THE TOPIC. You must continue to add or connect ideas together about my shared jot.</i></li> <li>● Pose a thought from your read aloud text jottings for the class to consider. Listen in as clubs work to talk about that once idea. (only allow a couple minutes at first to make their time successful. As you hear and see their success, leave additional minutes for conversation to grow.</li> <li>● Notice and name for them the conversation strategies they are using (adding on, clarifying, asking questions, agreeing with or disagreeing).</li> <li>● Encourage clubs to see just how many thoughts they can add about that one idea.</li> <li>● If time allows, pose another jot.</li> </ul>

#### Chart:

Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, “This is important because...”
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, “My theory is...”

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	6
<b>Concept</b>	Readers figure out how a series flows; seeing patterns and predicting what will happen.
<b>Teaching Point</b>	Readers think about how different books in a series go together by asking questions.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped in by three and/or four readers by like reading levels</li> <li>• Crates/bins/bags of books organized by series</li> <li>• Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>• Chart: Unit 4 Resource Packet</li> <li>• <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Write Questions 1. Which book came first? How do we know? 2. Does the book or character show that the books fit together?</li> <li>• Post-its</li> <li>• Teacher’s bag/bin of read aloud series, matching readers levels, to be used in minilesson demonstrations.</li> <li>• Book one and two from the <i>Lunch Lady Series</i> by Jarrett J. Krosoczka</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• .You will have want to read book one and two in the Lunch Lady series or another series where books move from book one to book two and so on... with definite sequential connections between the books in the series. Instead of series like <i>Henry and Mudge</i> or <i>Arf</i> where each book is merely a separate story or adventure. <i>The Magic Tree House</i> series is another that meets the criteria for this lesson.</li> <li>• Share time uses a club that shows looking, listening and talking in ways that will lift the expectations for all readers. Look out for strong club talk today if you plan to highlight a club and have the class research what is working in the club they observe.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, series book readers need to do a lot of thinking. Thinking inside each book (hold up book one) and then thinking in-between the books (Hold up book one and two in the series). We series book readers need to think about how each book in the series fits with the rest.</li> <li>• Today I want to share with you how we can ask questions that lead us to understand how the books in a series go together.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>One question I might ask is “Did one book happen first?” I wrote that here on our easel paper. I can look for parts and evidence that might tell me that one book in the series is actually the first book. Sometimes books in a series are numbered but sometimes they aren’t. In the Lunch Lady series, the author has actually numbered each book. See here on the spine.</i></li> <li>• <i>A second question I might ask is “Did the character learn something in one book that he or she uses in another book?” I wrote that here on our easel paper, too. I’m thinking of a couple series where this happens but I’m not going to give it away...</i></li> <li>• <i>In the Arf series, the books do not seem to fit as a first or a second book. It really doesn’t matter which book in the series I read first. Nor does it matter what happened in one book to the next. Each book in the series is really like a separate story about the same main character. That’s how they fit. They fit as separate stories in Arf’s life.</i></li> <li>• <i>But in the Lunch Lady series, we get hints at the end about the next story, don’t we...remember at the end of book one, the robotic substitute says he is ready for his new orders so as readers we learn that he may be coming back...that leaves us wondering when he’s going to come back. And at the end of the second book, Betty tells the Lunch Lady that there is suspicious activity going on in the gym... and then the story ends. The Lunch Lady learns that there may be more crime fitting to do. I bet when we pick up book three...something is happening in the gym.</i></li> <li>• <i>Each of our series, Arf and the Lunch Lady fit together with characters repeating like Arf or like The</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<p><i>Lunch Lady and Betty and we come to see the patterns in how they act and what they say. In all the Lunch Lady books, so far, she uses food words to show her feelings, doesn't she...like "Oh, sweet potatoes!"</i></p>
<b>Active Engagement</b>	<ul style="list-style-type: none"><li>● <i>So today, I want you to practice asking questions about your series to see how they fit together. I asked you to bring your series books with you today, so you could begin thinking this way. I want you to think for a minute for yourself and then you're going to turn and ask your club, "How do these books fit together in the series?". I have the some possible questions written as a reminder for you. Just pick one to ask with your club and talk for a few seconds about your series.</i></li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>● <i>Readers, I heard you beginning to think about how your series books fit together. But today as you read, spend more time thinking about this.</i></li><li>● <i>Look and notice what is the same and different between books and see if there is a sequence to your book, where they go in an order, or if it really doesn't matter which one you read first. You should jot on post-its your findings and then decide what to share so our clubs' talk time is strong.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>● <i>Readers, today when you meet with your clubs, I'd also like you to make sure you are really listening to your club members. If you don't understand what they are saying, you might ask "what do you mean?" or ask, "why do you think that is important?" if you think they need to say more.</i></li></ul>
<b>Clubs</b>	<ul style="list-style-type: none"><li>● <i>Share with each other your jots and use them as proof of what you learned about the way your series books fit together. I'd also like you to make sure you are really listening to your club members. If you don't understand what they are saying, you might as "what do you mean?" or ask, "why do you think that is important?" if you think they need to say more.</i></li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>● <i>Readers, during our share time, I've been sure to leave time for use to practice being a strong listening and talking club. I'd like you to watch Melissa, Joey and Will's club for a few minutes and then I'll ask you what you see working as they look at each other, listen and talk about their series.</i></li><li>● <i>Chart: What readers say in a book club (Resource packet unit 4)</i></li></ul>

#### Chart:

Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."

#### Chart:

What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	7
<b>Concept</b>	Readers of series expect surprises.
<b>Teaching Point</b>	Readers read a chunk of text and ask, "What do I know about my character so far?".

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4 Resource Packet</li> <li>● <i>Chart: What readers say in a book club (Resource packet unit 4)</i></li> </ul>	<ul style="list-style-type: none"> <li>● Post-its or 2 copies of T-chart, "What do I know about my character?", resource packet unit 4</li> <li>● Teacher's bag/bin of read aloud series, matching readers levels, to be used in minilesson demonstrations.</li> <li>● Book one from the <i>Lunch Lady Series</i> by Jarrett J. Krosoczka</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● Readers can use post-its to keep track of what they know about their character or the T-chart provided in the resource packet, titled, "What do I know about my character?". The lesson uses the T-chart.</li> <li>● Share time utilizes digital text that will be carried across the next few lessons based on your needs.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● <i>Readers, as you read your series books you start to see that your main character acts in ways that you come to expect. For example, in the Lunch Lady series, we expect the lunch lady to act brave, energetic, smart, determined...don't we? We also expect her to act kind or nice to the students and mean to the bad guys. But the lunch lady sometimes she is silly, right? Like when Betty makes her a new tool...remember the spatu-copter (turn to page) she tries it and doesn't really get how it works at first...and the same thing happens near the end with the banana boomerang, doesn't it?</i></li> <li>● <i>I also was surprised by the lunch lady...right at the beginning, when she is talking to the custodian Mr. Kalowski...he makes a joke about her shepherd's pie making Mr. O'Connell sick and the lunch lady says, "CAN IT KALOWSKI"...I really couldn't believe she said something so rude to Mr. Kalowski.</i></li> <li>● <i>Readers, characters aren't just one way...most of the time they act like we expect them too, but sometimes they do things a little different or unexpected and then there are times where we are thinking OMG! I can't believe she just did that!</i></li> <li>● <i>Today I want to teach you a way you can keep track of your character and watch for all the ways they act as you read.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>I made you a T-chart to help make this work quick and organized. (attach t-chart to easel for demonstration) It says, "What do I know about my character?" Then you see the three cells or boxes...the first box say ALWAYS the second SOMETIMES the Third and last says OMG!</i></li> <li>● <i>Watch me as I think about <u>Lunch Lady and the Cyborg Substitute</u> and fill in my T-chart with my thinking about the lunch lady... using what I know about my character and thinking she ALWAYS...SOMETIMES... and OMG!</i></li> <li>● <i>Demonstrate writing and thinking aloud the same thinking you shared from the connection. The column with ALWAYS will include: brave, energetic, smart, determined, kind, nice, mean (to bad guys). The SOMETIMES column will include: Silly (with new tools). The OMG! Column will include: Rude (to Mr. Kalowski)</i></li> <li>● <i>Readers, do you see how I read my series book and then I did some thinking about my character using ALWAYS, SOMETIMES AND OMG!? This is something you can do as you are reading, or after you have read a bit or even after you have read a chapter or the entire text. If your series book is long, you will want to stop after chapters, but if your series book is more like Lunch Lady or Arf...stopping after you've</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<i>read might work just fine.</i>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Readers, I have a second copy of our T-chart. I will place it right over the one we just created. Think for yourself for a minute. Point to ALWAYS. Can you list across your fingers words you would list under ALWAYS for your main character? Point to Sometimes. Now can you think of a word or words that might fit under SOMETIMES for your character? Point to OMG! NOW, can you think of anything that really surprised you about the way your character acted...think for a minute...just tap on your finger the words you might list under OMG! for your character.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Readers, you just practiced thinking about what you know about your character. You also practiced keeping track of what you know...by using the words Always, Sometimes and OMG! It's important to remember that characters are a lot like the people we know. People aren't just one way NICE or one way MEAN. People and characters are all kinds of ways. As strong readers, it's our job to pay attention and notice all the ways our characters are. This T-chart should help you remember to think about all the different ways your characters are. If you find that you really have nothing to list in a column...that's OK for now. Sometimes, characters may not be all that surprising...I will be conferring and meeting with clubs and we'll try all of this together!</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• Share a couple examples of student thinking and jotting from their T-charts.</li> </ul>
<b>Clubs</b>	<ul style="list-style-type: none"> <li>• <i>Readers please bring your T-charts with you to your club meetings today. You will want to continue to talk about what is important, your theories and why you think what you think, but you can also compare what others are thinking about your character. If someone says, I think our character is rude sometimes, make sure you ask, why do you think that and also ask them which part of the book gave them that idea.</i></li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>• <i>Readers, I loved how I saw so many clubs talking from their jots on post-its and also comparing your T-charts with your club members. We just keep adding more and more work for us to do inside series books. I just want you to think about what you feel you are doing well with inside your club or series book. Think for a minute for yourself...and then think about something you know you can improve...You should feel proud of the hard work you are doing, but there is always another way to grow even smarter. We'll keep building all we know to do inside our series books.</i></li> </ul>

#### Chart:

Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."

#### Chart:

What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?

#### T-Chart: What do I know about my character?

Always...	Sometimes...	OMG!

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	8
<b>Concept</b>	Readers of series expect surprises.
<b>Teaching Point</b>	Readers, when surprised by their characters, sort out their thinking with others through conversation.

<ul style="list-style-type: none"> <li>• Readers grouped by three and/or four readers by like reading levels</li> <li>• Crates/bins/bags of books organized by series</li> <li>• Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>• Chart: Unit 4 Resource Packet</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Chart:</i> What readers say in a book club (Resource packet unit 4)</li> <li>• Teacher’s bag/bin of read aloud series, matching readers levels, to be used in minilesson demonstrations.</li> <li>• Book one from the <i>Lunch Lady Series</i> by Jarrett J. Krosoczka</li> </ul>
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<b>Tips</b>	<ul style="list-style-type: none"> <li>• Today’s demonstration requires that the teacher has someone to talk to. Ask another staff member to join (they will have had to read the part of the book you will talk about) or ask a verbal second grader to join your demonstration. Another idea is an older student in higher grades from previous years...some love to come back and visit.</li> <li>• The lesson uses the Lunch Lady Series book one. But the Arf series also had definite surprise moments, too. Any read aloud text where you could gasp or OMG! over a character’s actions will work here.</li> <li>• Filming clubs in action during club talk time and then viewing during share time is another strong combination to improve or lift the level of conversation. Some teachers ask colleagues or parent helpers to film so that the teacher is still able to coach and confer. Other teachers set-up tripods and have readers press record as they get settled. Another option is to invite upper grade book clubs in so that second graders can watch more proficient talk as it happens. Allowing readers to see talk in action is necessary to meeting the expectations.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Readers, remember how surprised I was when Lunch Lady spoke in such a rude way to Mr. Kalowski? I really wasn’t expecting her to talk that way to a fellow colleague. I said to myself, “Wow. That’s a rude thing to say...I wonder why she was so mean?”. I asked myself...but really, I didn’t understand why she was so rude. It would have been helpful for me to talk with you guys and think about what was happening in the story as I talked to you. Sometimes, thinking and talking to yourself just isn’t enough to help you understand.</li> <li>• Today I want to show you how readers, when surprised by their characters, sort out their thinking with others through conversation.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>I’ve asked Alyssa to help me today. She was a second grader in my class three years ago...now she is in the fifth grade. We are going to pretend we are in the Lunch Lady Series Club. Alyssa and I have both read the book and now we get to talk and sort out our thinking about the surprises in the series.</i></li> <li>• <i>Teacher: I was so surprised at the way Lunch Lady talked to Mr. Kalowski in book one. I just didn’t expect her to be so rude. What do you think about that, Alyssa? Why do you think she was so rude?</i></li> <li>• <i>Alyssa: Well, Mr. Kalowski did say that Mr. O’Connell was out sick because he had eaten the Lunch Lady’s Shepherd’s Pie the day before...he kind of insulted her cooking.</i></li> <li>• <i>Teacher: Yes, I know, but don’t you think he was joking...trying to be funny, maybe.</i></li> <li>• <i>Alyssa: I don’t know, maybe, but sometimes people are trying to be funny and accidentally they insult people. Maybe he makes comments about her cooking all the time...that’s kind of what I was thinking. I guess we’d have to keep reading to see if Mr. Kalowski and Lunch Lady just have an insulting relationship.</i></li> <li>• <i>Teacher: That’s a great idea. We’ll keep reading the series and see if we notice any other times when the Lunch Lady is rude to Mr. Kalowski or him to her...</i></li> <li>• <i>Readers, I hope you were watching Alyssa and I as we sorted out thinking about something that surprised me during my reading.</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

<b>Active Engagement</b>	<ul style="list-style-type: none"><li>• <i>Now, I want you to think about what you saw us doing and talk with your club as to how we helped each other sort out our thinking. How were we helpful to each other?</i></li><li>• Listen into the talk.</li><li>• Pull out comments made by readers and share them with the class. Listen for: You shared a question you had, Alyssa tried to answer it, you asked Alyssa another question, she suggested paying attention to more insulting behavior...looking for a pattern of behavior, you guys agreed to keep reading and noticing.</li></ul>
<b>Link</b>	<ul style="list-style-type: none"><li>• <i>Readers, it is so important that we use each other as experts. As we are reading and thinking to ourselves, we can't possibly think in all the ways that all of us think...can we?...I don't have Alyssa's ideas in my head unless I ask her to share her thinking. Her thinking helps me be smarter and a stronger reader.</i></li><li>• <i>Today when you meet with your clubs, I'll be watching for those clubs that are able to ask each other about the surprising parts or really any part that has you wondering without having an answer from yourself.</i></li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• <i>Readers don't forget that your post-its, notebooks and t-charts are all helpful tools to keep your mind focused on what you are thinking and want to talk about. Make sure you are jotting as you go. Questions, surprises, important parts, character troubles, changes and feelings. These are all items to talk about when you meet with your club.</i></li></ul>
<b>Clubs</b>	<ul style="list-style-type: none"><li>• Plan to confer, watch and sit in, coach and demonstrate during club conversations.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• Plan to replay filmed clubs or watch an upper grade club as they talk. Request that second graders look out for and notice how readers are using their books, their notes and post-its and how readers initiate and sustain conversation.</li><li>• Add teaching point to anchor chart: Series book readers...</li></ul>

#### Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."
6. Expect surprises

#### Chart:

##### What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	9
<b>Concept</b>	Readers of series expect surprises.
<b>Teaching Point</b>	Readers look out for, find and think about the why these unpredictable parts in series are different.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped by three and/or four readers by like reading levels</li> <li>• Crates/bins/bags of books organized by series</li> <li>• Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>• Chart: Unit 4 Resource Packet</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> <li>• Teacher’s bag/bin of read aloud series, matching readers levels, to be used in minilesson demonstrations.</li> <li>• Book three from the <i>Lunch Lady Series</i> by Jarrett J. Krosoczka (Has not been read aloud NEW READ)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Teachers will read a short portion of text that allows the teacher to show shock and/surprise by something unpredictable in a series and then think about why that part is different. This lesson is using book three in the Lunch Lady series, but any other series book that contained the criteria for the teaching point is fine, as always.</li> <li>• Continue to read aloud from short series. If you plan to use the <i>Katie Woo Series</i> in lessons 13-14 make sure the text are read before these lessons</li> <li>• If you plan to use the <i>Pony Tales Series</i> and two stories from <i>The Stories Julian Tells</i> in lessons 15-19 make sure you create time in your schedule to have at least one of them read aloud before you are ready to teach lesson 15. The second can be ready before lesson 17.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• Now that we are aware that series follow patterns but also have surprising parts, we can be the kinds of readers who look out for these surprises, find them and think about why these parts are different.</li> <li>• This is what I want to show you how to do today. I want to show you how I read, look out for surprising parts and once I find them I think about why this part different than what I’d expect.</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• I have book 3 of the Lunch Lady series. It is <i>Lunch Lady and the Author Visit Vendetta</i>. Other words for vendetta would be battle, revenge, attack...I think you get the picture, right? We are already predicting in our minds aren’t we? We are already growing theories...because we know the Lunch Lady and we know the kinds of things that happen at her school, don’t we?</li> <li>• Well, I’m going to read just a small portion and I’m going to be on the lookout for parts that are surprising or unpredictable to me....If I find a part...I’ll stop and think about why this part is different. Watch now.</li> <li>• Starting from the first page in the book READ pages 1-10</li> <li>• OMG! I can’t believe the author just said that to ...I think that’s the school secretary. He just said “WHATEVER” and look at the look on his face...he has a really bad attitude...that’s what I tell my son when he rolls his eyes at me and says “WHATEVER”...it is rude, isn’t it?</li> <li>• “OK..now I have to think about why this surprising part is different...well....let me think...why would the author be so mean and disrespectful...OMG! I’m already thinking that it’s because he is the bad guy this time...aren’t you? I’m going to write on my post-it OMG! BAD GUY! Now I have to keep reading, and continue to look out for surprising parts...but you are going to help me now...</li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>As I read the next part, look out for surprises or unpredictable parts. If I read something and you think it’s surprising or unpredictable from what you would expect, I’d like you to gasp, clasp your hand over your mouth and make your eyes really big...as if YOU CAN NOT BELIEVE WHAT YOU ARE HEARING...like this (demonstrate)...OK...listen and look out...</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<ul style="list-style-type: none"> <li>• Read pages 11-13 (Expect readers to gasp at the part where the author says he only eats gourmet and/or the part where he needs to meditate on the school table before his presentation) If readers do not seem to catch the first surprising part...help them out by using the gestures as you read page 13.</li> <li>• Ask readers to turn and talk about why they gasped</li> <li>• Listen into their conversations</li> <li>• Share some of the thinking.</li> <li>• <i>Readers, you were really looking out for unpredictable parts...parts that seemed odd...where we were saying NO WAY...OMG!...I can't believe he did that! Now you have to think about why these parts are like this. Why are these parts different...what do you think the author wants to be thinking about these parts? Talk with your club.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Readers, did you notice how we read, looked out for surprising parts, then gasped and thought about why they were different or why they were in the book? This is the work you need to do inside your own reading today. If you have a part where you can say OMG! please right that on your post-it and then add a note as to why you are thinking that.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>So many of you are looking out for surprising moments and parts...</i></li> <li>• Share some of the OMG! post-its and talk about the added thinking given those surprises.</li> </ul>
<b>Clubs</b>	<ul style="list-style-type: none"> <li>• <i>Readers, talk should really be buzzing today! Your club members may have found different surprising moments than you did...or maybe you didn't find anything surprising so you will really be interested to hear if anyone else did....you have all your other work to share also, so make sure you settle in quickly.</i></li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>• Readers, I can't believe I didn't see this before today! But something I realized is that many of you have read and finished numerous series books, some of you are even in a second series...meaning you have finished lots of books and when we finish books...we don't just talk about all the parts, characters, surprises, patterns and then put the book back in the crate and say "well...that was nice", do we?</li> <li>• We need to do that work we know how to do where we think about what the book is REALLY about. We have to think about what the book is trying to say to us....For example, If I think about book one and two in the Lunch Lady series...I think about how the Lunch Lady is able to outsmart and win over the bad guys in each book...so I'm thinking that maybe the books, maybe even this series is saying good people will win over bad people...that's just one idea I have. Tomorrow we will spend more time thinking and talking about doing this thinking in the series you are reading.</li> </ul>

### Chart:

What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	10
<b>Concept</b>	Readers of series expect surprises.
<b>Teaching Point</b>	Readers reflect on the series book they've read and ask, "What was this whole book about?" Or "What is the author trying to teach me?"

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4 Resource Packet</li> <li>● <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> <li>● Post-its</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher's bag/bin of read aloud series, matching readers levels, to be used in minilesson demonstrations.</li> <li>● Book one and two of the <i>Lunch Lady Series</i> by Jarrett J. Krosoczka</li> <li>● <i>Arf and the Three Dogs</i> and <i>Arf and The Greedy Grabber</i> by Philip Wooderson</li> <li>● <i>Poppleton in Winter</i> by Cynthia Rylant or similar length/level short story</li> <li>● Jot Lot Chart</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● This lesson uses guided practice as an instructional strategy. It is less supportive than a full demonstration. This choice was made because readers have worked with author's message throughout the year and the lesson calls on that knowledge to be applied to their series book reading. Demonstration could be selected as an alternative instructional strategy depending on needs of the class.</li> <li>● Active engagement is part of the guided practice, therefore embedded in the Teach portion.</li> <li>● Share time today will collect assessment of reader's thinking of author's message. Plan to have readers bring a post-it/paper and pencil to the meeting area. Ask readers to initial their jots and once complete add them to the Jot Lot to review at a later time.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, before our informational text unit we studied characters, didn't we? Near the end of the unit we learned that we could pay attention to our characters strong feelings and that looking out for those feelings would help us figure out what the author was trying to teach us or what they wanted us to know from reading their story.</li> <li>● When we read, we have to be aware that we're reading knowing that the author wants us to think about what the text is REALLY about.</li> <li>● Today I want to show you how readers do this work with series books. I want to show you how readers reflect on the series book they've read and ask, "What was this whole book about?" Or "What is the author trying to teach me?"</li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

<p><b>Teach</b></p>	<ul style="list-style-type: none"> <li>• Yesterday during share time I started demonstrating how I would think about what the Lunch Lady books were REALLY about. Remember I said that I thought maybe the author wanted us to know that good always wins over bad? That was just one idea. I have another idea about the Lunch Lady books, as I think about the events in the story...the Lunch Lady doesn't give up, does she? She keeps fighting until she solves the trouble and tackles the bad guys...a lot like the Lego City Police series, right? So if we are reading about characters who never give up the author might want us to know that we should...</li> <li>• Talk with your club...what might the author want us to know?</li> <li>• Quickly share small bits of comments that exemplify author's message.</li> <li>• Readers, let's think for a minute...might we even say that we'd expect that the entire series of Lunch Lady and the entire series of Lego City Police Stories carry the message of good wins over bad or evil and never give up? Show me a thumbs up if you think the entire series makes those statements. It's part of the pattern isn't it?</li> <li>• Ok...let's think about the Arf series. The first book is twisting and complicated isn't it? In the first book, <u>Arf and the Three Dogs</u>, Arf really wants to earn money for his computer game. He thinks about his neighbor Mr. Sanjay, the newspaper reporter, and how he might get paid to write a story in the newspaper. Except, while he's checking out what's behind the man with the three crazy dogs, a man offers him \$25 to give him his pictures of the crazy dogs because he wants to close down the shelter. We also learn that he is the man dumping garbage at the shelter so he could take pictures of rats! I'm thinking I might already have an idea of what the author wants me to know...At first, the man seems nice in offering Arf \$25 dollars for his pictures...but then we learn something different...something surprising....the garbage dumping...So I'm thinking the author might want me to know that people aren't always...</li> <li>• Turn and talk to your club....what might the author want use to know or teach us?</li> <li>• Listen in and share with class thinking that matches possible author's message.</li> <li>• Readers, we asked, "What was this whole book about?" Or "What is the author trying to teach me?". And then, we answered it the best we could by thinking and talking with our clubs.</li> </ul>
<p><b>Link</b></p>	<ul style="list-style-type: none"> <li>• This is the work we will do today. We will reflect on the books we have read and ask, "what is the author trying to teach me or what is this book really about?"</li> <li>• One last tip...It's important to know that author's message in series book reading might be shared between books or the same author's message across books but sometimes each book in the series might have a different message.</li> <li>• Readers, If I think about the second Arf story we read, <u>Arf and the Greedy Grabber</u>, I realize that the author's message to us maybe different than that of the first book. In the second book I'm thinking the message might be....people can or should help others or kids can help solve important problems....there may be others, too....and as I think about it...maybe there are some lessons that are the same in book one and book two...because the children do help to solve the problem, don't they? But there may be some lessons or a message that is different...oh these would make great club conversations.</li> <li>• Let's get into our reading and jot our ideas about authors' lessons or message and be prepared to talk about this with our clubs today.</li> </ul>
<p><b>Mid-Workshop Teaching Point</b></p>	<ul style="list-style-type: none"> <li>• Highlight readers thinking about author's lessons or message. Showcase how readers are jotting and preparing to talk to their clubs. Add Questions to "What readers say in a book club" chart.</li> </ul>
<p><b>Clubs</b></p>	<ul style="list-style-type: none"> <li>• Remind readers to use "I think the author's message is because....or I think a lesson in this story is story is...because...." Remind them that there may be several ideas and they need to explain their thinking with words from the text.</li> </ul>
<p><b>After the Workshop Share</b></p>	<ul style="list-style-type: none"> <li>• Readers, I asked you to bring a post-it and pencil to share time today so that you could jot a quick note about the author's message or lesson found in a short story from the Poppleton series. I'm going to read to you from, <u>Poppleton in Winter</u>. The story is called <u>Iceles</u>. As I read, I want you to use all that you know how to do with your thinking to find and jot author's message or lesson.</li> <li>• Please put your initials on your post-it because once you have written your idea, you will place it on the Jot Lot chart.</li> <li>• Read aloud story without stopping to turn and talk</li> </ul>

## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

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|  | <ul style="list-style-type: none"><li>• Ask readers to think and jot author's message or lesson and place on Jot Lot.</li><li>• Assess thinking when time is available and plan to organize small groups or additional mini-lessons as needed for this work based on thinking.</li></ul> |
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#### Chart:

What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?
5. What was this whole book about" Or What is the author trying to teach me

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	11
<b>Concept</b>	Readers expand ideas by thinking across different series and use conversation with others to further grow thinking.
<b>Teaching Point</b>	Readers think across series to find patterns, by asking “What is the same or what its different?”.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4 Resource Packet</li> <li>● <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> <li>● Post-its</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher’s bag/bin of read aloud series, matching readers levels, to be used in minilesson demonstrations.</li> <li>● Book one and two of the <u><i>Lunch Lady Series</i></u> by Jarrett J. Krosoczka</li> <li>● <u><i>Arf and the Three Dogs</i></u> and <u><i>Arf and The Greedy Grabber</i></u> by Philip Wooderson</li> <li>● Venn Diagram resource packet unit 4</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● Watch for a club working in ways that match the concept of expanding ideas and further growing ideas by comparing across series and also listening and talking with others. Plan to share the work of a club putting this all together for share time today.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, remember just the other day I was thinking about how the Lunch Lady Series was set up a lot like the Lego City Police Stories Series? They are both action adventure stories...they both have good against bad...they both seem to always catch the bad guys in the end, don’t they?</li> <li>● What I’m doing as a reader, is that I’m thinking about all the series I have read or watched and I’m thinking about how they are alike or different.</li> <li>● Let me think for a minute...is the Lunch Lady Series and the Lego City Police Stories series different in any way? Well...one is a digital text in the form of a movie and one is print text in the form of a book...another difference is that Lunch Lady is a secret crime fighter and the police are not. It is their job to fight crime. Do you see and hear how I am thinking here?</li> <li>● Now I want to show you how you will do this work for yourself and with your clubs for our reading time today.</li> <li>● I’m going to show you how readers think across series to find patterns, by asking “What is the same or what its different?”</li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>One way you can organize this work is by using a Venn Diagram chart for comparing and contrasting information, like I made here (have on easel) to help you organize your thinking (readers could also create the chart in their notebooks today or with practice on future days if you show them how). You will compare and contrast different titles in different series.</i></li> <li>● Demonstrate either <u>using Lunch Lady</u> and the <u>Lego City Police Stories Series</u> or <u>Arf</u> and <u>Lunch Lady</u> while you think aloud and add titles and jots to the chart in their respected places.</li> <li>● Readers, do you see how I quickly though about what was the same and what was different? This is work you can begin on your own, but then plan to bring to your club so that you can add on or clarify each other’s thinking.</li> </ul>
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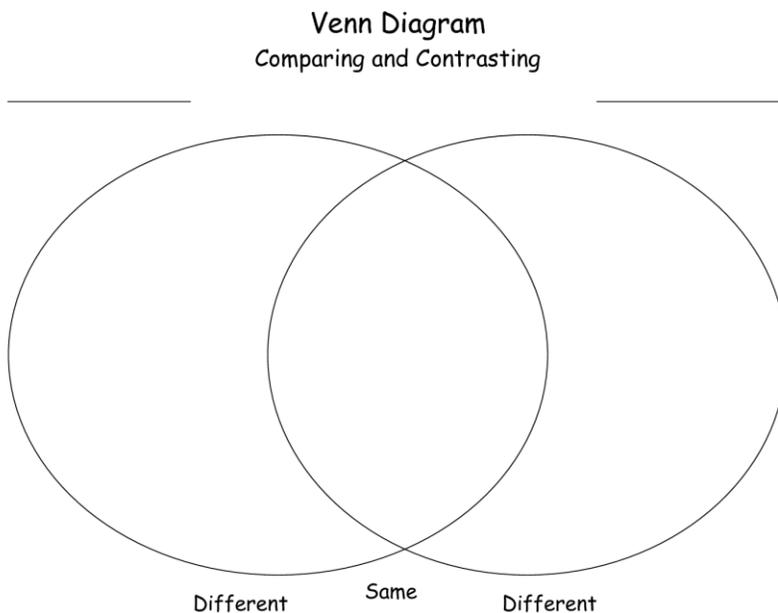
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● <i>I’d like you to explain within your club, to and with each other, what our new job is today and what we’ll bring to club meetings.</i></li> <li>● Repeat a reader’s accurate account of the work.</li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

<b>Link</b>	<ul style="list-style-type: none"><li>I will bring around the chart as you settle into reading. We want to be careful that we are not writing long sentences and lots of words on our Venn chart. It is really just for short thoughts, one word or short phrased notes...the idea is to read as much as we can and take just enough notes to be able to talk with each other about our ideas.</li></ul>
<b>Mid Workshop</b>	<ul style="list-style-type: none"><li>Showcase some of the work completed for comparing and contrasting series.</li></ul>
<b>Clubs</b>	<ul style="list-style-type: none"><li>Remind clubs of all the possibilities for work and make sure they save time to talk about what series they compared during independent reading. Encourage clubs to add to or revise thinking on Venn diagrams based on the conversations with their club members.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li><i>Readers, I want to talk to you about the work I observed in Ellie, Sunny and Gabby's club.</i></li><li>Share their process and their products. Ask club members to comment on what is hard about the work or how they think they added to each other's ideas or how their ideas grew from talking together.</li></ul>

### Thinking across Series Books: Patterns and Differences



#### Chart:

What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	12
<b>Concept</b>	Readers expand ideas by thinking across different series and use conversation with others to further grow thinking.
<b>Teaching Point</b>	Readers have choices for comparing and contrasting series books and make decisions with others.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped by three and/or four readers by like reading levels</li> <li>• Crates/bins/bags of books organized by series</li> <li>• Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>• Chart: Unit 4 Resource Packet</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> <li>• Post-its</li> <li>• Venn Diagram</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Have prepared on large post-it notes one idea per note to place on chart paper as you teach: 1. Compare and contrast characters 2. Compare and contrast problems 3. Compare and contrast author’s messages 4. Compare and contrast funny series 5. Compare and contrast detective/mysteries.</li> <li>• Club meetings will happen before independent reading today.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Readers, yesterday I showed you how to compare and contrast across your series reading.</i></li> <li>• <i>Today I want to show you how together as a club, you have choices for what to compare and contrast and together as a club you need to make decisions as to the kind of comparing and contrasting you will tackle.</i></li> <li>• <i>Readers have choices for comparing and contrasting series books and make decisions with others.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>Readers, I am going to give you some ideas for ways to compare and contrast across your series books and then today you and your club together will need to decide what work you’d like to take on today. You may find that you have time to take on lots of different ideas. And I’ll show you how you might do that too.</i></li> <li>• <i>Plan to explain each idea you have listed on your large post-it and then add it to the chart paper. Plan to give examples as you list from your read aloud text. (see tip box)</i></li> <li>• <i>Look at all of these options you have! Wow! You are going to have to talk with your club and decide what you all feel like working on.</i></li> <li>• <i>Now, here’s where it gets really interesting...let’s say two readers in the club want to compare 2 funny series and 2 other readers in the club want to compare two different characters in two different series...THIS IS JUST FINE! Your club can decide to all work together on the same comparing and contrasting or decide to divide the work up and some work on comparing one thing while others work on comparing something else. Today the work is up to you and your club.</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>So, I’m going to give you a few minutes right now to think about what you’d like to take on for your reading, thinking and jotting work today and talk with your club about how you will work together to do some of this work.</i></li> <li>• <i>Report to the class some of the ideas the clubs have worked out.</i></li> </ul>
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<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Readers, instead of going straight into independent reading, I’d like you to move into your clubs. Sit together with your club and decide how the work is going to look...do you need more Venn charts, your notebooks or post-its. Do you need to pull out specific books? Do you need to sit together or work as individuals or in pair? These are things to talk about before you start your reading and talking. If you think it is best that you read and jot and talk while staying in your club meeting, that is understandable given</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<p><i>today's lesson.</i></p> <ul style="list-style-type: none"><li>• Clubs and readers have choices for comparing and contrasting series books and make decisions with others.</li></ul>
<b>Clubs</b>	<ul style="list-style-type: none"><li>• Readers will go directly into clubs today to talk and make choices for their work</li></ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"><li>• Highlight how clubs are working in different ways but still meeting the expectations. Showcase products or conversations that have created success for clubs.</li></ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"><li>• Add Readers compare and contrast series to the Series Book Readers chart.</li><li>• <i>Readers, today you learned that there are many options for thinking across your series reading and that when we meet together with other people our ideas can grow and have us thinking in ways we weren't before our work and conversations. The opportunity to work and talk with other readers makes our reading and thinking stronger if we are open to listening and considering other peoples ideas.</i></li></ul>

Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."
6. Expect surprises
7. Compare and contrast series

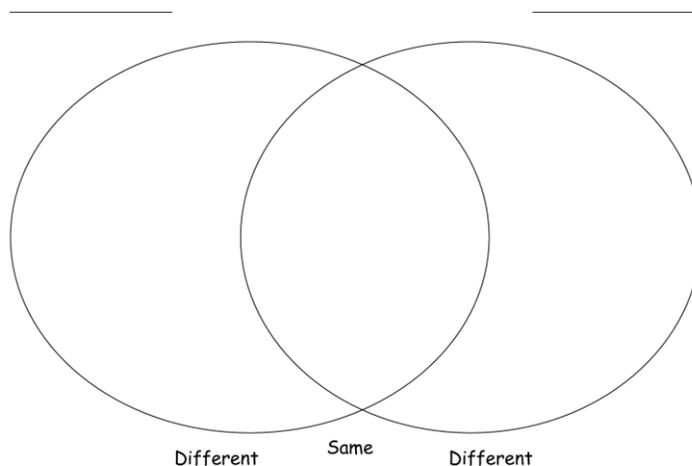
### Chart:

What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?

### Thinking across Series Books: Patterns and Differences

Venn Diagram  
Comparing and Contrasting



## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

#### Lesson Plan

<b>Session</b>	13
<b>Concept</b>	Readers expand ideas by thinking across different series and use conversation with others to further grow thinking.
<b>Teaching Point</b>	Readers come up with new theories as they study characters from book to book to book within a series.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4 Resource Packet</li> <li>● <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>● Post-its</li> <li>● Katie Woo Series by Fran Manushkin (level J), <a href="#">Katie Woo, Don't Be Blue</a>, <a href="#">Katie Woo Rules the School</a>, <a href="#">Katie Woo No More Teasing</a>, <a href="#">Katie Woo Has the Flu</a> <a href="http://www.capstonepub.com">www.capstonepub.com</a></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● Readers will meet in book clubs today after the mini-lesson and may not even switch into independent reading, Readers are essentially, reading, thinking and writing together as a club and deciding how that work will look after they are released from the mini-lesson.</li> <li>● Club work may look slightly different from club to club based on decisions, needs, conferences, series and members.</li> <li>● Ask a few clubs to bring their series to the meeting area for share time. Prepare them beforehand that they will talk about the nature of their work and how they thought about theories growing from book to book to book.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● <i>Readers, another way we can expand our ideas and grow thinking from our series conversations is by laying out all the books in one series and think about whether the main character acts in similar ways from book to book. You may find that they do. Or you may find that they don't. You then can make theories after you look across books-you might say In every book, "Katie is the kind of girl who is...because or Katie is always.....or Never....and I'd be thinking about how my character is across all the books.</i></li> <li>● <i>Today I want to show you that readers come up with new theories as they study characters from book to book to book within a series.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>Readers, we have recently read <a href="#">Katie Woo No More Teasing</a> and <a href="#">Katie Woo, Where are You?</a> Two books in the Katie Woo series. In <a href="#">Katie Woo No More Teasing</a>, I was thinking that Katie was brave to stick up to the bully making fun of her, and I could certainly call her smart for thinking of ignoring him to make him stop.</i></li> <li>● <i>I'm going to write that down here on a post-it-brave, smart and place it on the cover of <a href="#">No More Teasing</a>.</i></li> <li>● <i>When I think about <a href="#">Katie Woo where are you?</a> I could say the Katie was smart to take the boy to the lost and found. But I could also say she was a little Day-dreamy when she kept walking without for her dad, watching TV, putting on hats and scarves...she really should have realized she was all alone.</i></li> <li>● <i>I'm going to write on my post-it Day-dreamy, smart.</i></li> <li>● <i>As I look across these two books I realize I can make a theory that Katie Woo is a smart girl. She knows how to deal with bullies and she knew what to do with the lost little boy. I could also make the theory that sometimes she is brave and sometimes she is day-dreamy...I could continue to lay out my Katie Woo series and think about the theories I have for Katie Woo, couldn't I?</i></li> </ul>
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<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● <i>This is the work you are going to do today with your club members. I want you to feel free to lay out your series books, talk together and jot on post-it's the theories you have for your characters...You can start by</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<p><i>saying, This character is the kind of person who...Say that with me (Repeat with readers) or you can say This character is the kind of person who never....Say that with me (Repeat with readers).</i></p> <ul style="list-style-type: none"> <li>• <i>Readers think about these characters like people in your life...What would say about them if they were people you knew?</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Ok, readers, I'm going to ask you to meet in clubs again today instead of going to independent reading. You have a lot of work to do. Gather your series, your post-its, listen to each other as you take turns deciding how your work will look today.</i></li> <li>• <i>You may still have work from yesterday you'd like to finish. You may decide to divide books and work alone or in pairs and then come back together. You have choices, but make sure you fit in time to lay out your series and think about theories for your characters across books.</i></li> <li>• <i>I will add the that readers make theories from book to book to book on out chart so we see this new strategy for growing our ideas.</i></li> </ul>
<b>Clubs</b>	<ul style="list-style-type: none"> <li>• Encourage clubs to try something that another club has found successful. Remind readers of all the options for work and to utilize the anchor charts as reminders.</li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• <i>Readers, I'd like to give you the status as to the ways clubs are working all around our room.</i></li> <li>• Report to class what you have observed and heard as you coached and conferred with clubs.</li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>• <i>Readers, I asked some of you to bring your series books to the meeting area so that each club might tell us little about your theories, after looking across your series...Listen as clubs talk because I think you may hear some patterns across series in the room, from club to club.</i></li> <li>• <i>Some things you hear may be very similar to the series you are reading and some may be very different.</i></li> <li>• <i>Let's hear from our clubs...</i></li> <li>• Ask a spoke person from each selected club to talk about their work for that day and the theories their club made as they looked across their series.</li> </ul>

#### Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."
6. Expect surprises
7. Compare and contrast series
8. Make theories from book to book to book

#### Chart:

What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	14
<b>Concept</b>	Readers expand ideas by thinking across different series and use conversation with others to further grow thinking.
<b>Teaching Point</b>	Readers see how their theories or ideas from their series books matter to the real world by thinking about how the lesson or message matters to their life.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped by three and/or four readers by like reading levels</li> <li>• Crates/bins/bags of books organized by series</li> <li>• Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>• Chart: Unit 4 Resource Packet</li> <li>• <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Post-its</li> <li>• Katie Woo Series by Fran Manushkin (level J), <a href="#">Katie Woo Where Are You?</a>, <a href="#">Katie Woo Rules the School</a>, <a href="#">Katie Woo No More Teasing</a>, <a href="#">Katie Woo Has the Flu</a>  <a href="http://www.capstonepub.com">www.capstonepub.com</a></li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• Remind readers that they did this complex thinking during their character studies. Teachers can always refer to previous read alouds, even from previous units for mini-lessons, small group teaching, and share time.</li> <li>• Some teachers like to provide refreshments for the celebration session. Plan ahead if you would like refreshments for session 20.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Readers, Katie Woo could be a girl in our class, couldn't she? She is a girl about your age...she goes to school and has friends just like you do. She also deals with a lot of the same problems you might...like getting the flu, and having to deal with a classmate who isn't nice all the time. Katie Woo is the kind of character and kind of series where we can think about the lesson or author's message and ask, "Can I use this lesson or message in my own life?"</i></li> <li>• <i>As series readers, we see how our theories or ideas from our series books matter to the real world by thinking about how the lesson or message matters to our own life.</i></li> <li>• <i>This is what I want to teach you today.</i></li> </ul>
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<b>Teach</b>	<ul style="list-style-type: none"> <li>• <i>I want you to think with me about <a href="#">Katie Woo, Where are you?</a></i></li> <li>• <i>Remember she doesn't really realize that she has been separated from her dad...and as she is walking along in the mall she finds the lost little boy and helps him find the Lost and Found area.</i></li> <li>• <i>As I think about Katie...I have a theory that she believes it's important that kids are with their mom and dad. In the beginning of the story, she is so happy when she learns that the mommy whale found the baby. And on that same page, she says she hopes the lost boy teddy finds his mom. The story supports my idea that Katie Woo thinks its important that kids are not lost.</i></li> <li>• <i>Now, if I think about how I can put this into my life...I have to think...what can I learn from this? Well...I agree with Katie Woo. It is important that kids are not lost and away from their families.</i></li> <li>• <i>In my own life, I can make sure I do a good job of holding my son's hand when we are out and making sure I can always see where my boys are and also tell them which way I am heading as a walk along.</i></li> <li>• <i>Readers, do you see how I thought about Katie Woo's story and thought about how the lessons in this story might have me thinking about my own life?</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>• <i>Now I want you to try this with <u>Katie Woo, No More Teasing</u>.</i></li> <li>• <i>Think to yourself for a few moments...what lessons are there in this book that you could learn from and add to your own life?</i></li> <li>• <i>What is the author trying to tell you...go ahead and talk to your club...talk about what you might use in your real life that Katie Woo helped you think about?</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>• <i>Readers, I heard Sally say that she learned that walking away from a mean person might make them leave you alone. And Johnathon added that the author wants us to know that people might be mean, but we don't have to be mean back....these are both really important lessons. What strong readers to read Katie Woo No More Teasing and then think about how that story could matter in your own life.</i></li> <li>• <i>Today, I want you jot on post-its what lesson you might take with you into your life. You are also going to talk about these thoughts with your club, so make sure you look over your post-its and think about what is important to share with your club.</i></li> </ul>
<b>Mid-Workshop Teaching Point</b>	<ul style="list-style-type: none"> <li>• Share a couple lessons or author's message post-its from readers who were able to apply their series book theories and ideas to their real lives.</li> </ul>
<b>Clubs</b>	<ul style="list-style-type: none"> <li>• Remind readers of all the possibilities for club talk and ask readers to share what lessons they found in their thinking and how these lessons or messages fit into their lives.</li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>• <i>Readers, remember that every time we pick up something to read, we have to think about the person who wrote it. These authors, write so that we will think about our lives. They hope that we will say, what is author's message? What can I know or do in my life now that I have read this? As we continue to read our series....I'm hoping that you will stop yourself to think about the possible lessons or messages. Many times, the things we read will have more than one lesson or message...so we can even try to list these on our own or with our clubs.</i></li> <li>• <i>I've added this idea to our Series Book Readers Chart</i></li> </ul>

#### Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."
6. Expect surprises
7. Compare and contrast series
8. Make theories from book to book to book
9. Readers think about how the lesson or message matters to their life.

#### Chart:

What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	15
<b>Concept</b>	Series book readers find ways to learn more about the topics in their series and share what they've learned.
<b>Teaching Point</b>	Readers say, "I want to learn about that" having read about topics in their series that interest them.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>• Readers grouped by three and/or four readers by like reading levels</li> <li>• Crates/bins/bags of books organized by series</li> <li>• Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>• Chart: Unit 4 Resource Packet</li> <li>• <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> <li>• Post-its</li> </ul>	<ul style="list-style-type: none"> <li>• Katie Woo Series by Fran Manushkin (level J) <u><a href="#">Katie Woo Has the Flu</a></u> <a href="http://www.capstonepub.com">www.capstonepub.com</a> or <u><a href="#">The Stories Julian Tells</a></u> by Ann Cameron</li> <li>• <u><a href="#">Naughty Norton</a></u> by Bernadette Kelly, <a href="http://www.capstoneyoungreaders.com">www.capstoneyoungreaders.com</a></li> <li>• <u><a href="#">Horse and Pony Care</a></u> by Sandy Ransford</li> <li>• <u><a href="#">Usborne Complete Book of Riding and Pony Care</a></u>, by Rosie Dickens and Gill Harvey, Usborne Books</li> <li>• OR Stack of informational text/websites related to a topic (Example: Horses, Chicago, Soccer)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>• The informational books listed in materials were found at a local township library in a "horseback riding" search. Any informational book/website that connects with the topics of the series will work. Just substitute the topic used in the lesson with your own.</li> <li>• Active engagement requires a read aloud that will allow readers to think about the topics in the story and what they might like to learn about given those topics. If you have read, <i>The Stories Julian Tells: Our Garden</i> or <i>My Very Strange Teeth</i>..these could be alternatives to <i>Katie Woo Has the Flu</i>.</li> <li>• Plan to share a book or website that relates to the topic chosen to learn about during the Teach portion for Share Time. (For example: A book on horse training or riding)</li> <li>• Teachers will need to organize books/articles/websites/ for the research work tomorrow. The needs of the class should be indicated after today's lesson on the Jot Lot.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>• <i>Readers, remember when I was reading aloud from <u><a href="#">Naughty Norton</a></u> and I wasn't really sure about some the words....I have only gone horseback riding a few times in my life...I really can't say that I am an expert on horses, or riding them, or all the equipment you need to ride them like their saddles and spurs...in fact, I think that is all I know...saddles and spurs...oh and maybe the reigns that you hold.</i></li> <li>• <i>When I was reading <u><a href="#">Naughty Norton</a></u>, I paused at the part on page 13 where Molly is telling Norton that she bet he would love "this halter on you". The picture in my mind for that word was a halter top...a shirt girls wear that has straps that wrap around the back of their neck...but as I read on, I saw the picture and I also read the glossary in the back and realized that this halter was certainly NOT a girls shirt.</i></li> <li>• <i>Readers, after thinking about how little I knew about horseback riding I realized it would be helpful to know more about it. Especially, because I love reading this series.</i></li> <li>• <i>So, today I want to teach you how readers can say, "I want to learn about this" as they are reading a series when they come across a topic that interest them.</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

<p><b>Teach</b></p>	<ul style="list-style-type: none"> <li>• <i>I simply say, "I want to learn about horseback riding". This is a topic that is part of the Pony Tales Series. Then, I may talk with my club to see if anyone else wants to learn about this topic, too. If they do, we can set up this work together. We might need to read some informational books on horseback riding from the library...or maybe we can look up the topic online and find websites that would help us learn more about it. I know the second book in the Pony Tales Series is <u>Norton's First Show</u>. I bet there are all kinds of things to know about a horse show...like the rules and how people win ribbons and what the horses and the riders have to do. I've never been to a horse show. It would certainly be interesting to learn more about this topic.</i></li> <li>• <i>So I'm going to write on a post-it "I want to learn about horseback riding OH...and training a horse, that too. It seemed awfully hard to train Norton. I bet there are YouTube videos that teach people how to train their horses...I've watched a few for how to train my dog.</i></li> </ul>
<p><b>Active Engagement</b></p>	<ul style="list-style-type: none"> <li>• <i>Readers, I want you to think about our read aloud book Katie Woo Has the Flu...what might you want to learn about or what could someone research from the real world that's a topic in Katie Woo Has the Flu?</i></li> <li>• <i>Turn and talk to your club...</i></li> <li>• <i>And then how would you go about researching and learning it?</i></li> <li>• <i>Turn and talk to your club...</i></li> <li>• <i>List back for readers what you heard they might want to learn about having read Katie Woo Has the Flu and also list ways you heard they would research and learn about those topics</i></li> </ul>
<p><b>Link</b></p>	<ul style="list-style-type: none"> <li>• <i>Readers, If you and your club decide that you'd like to learn about something that you wondered about inside your series book, I'd like you to create a post-it that tells what it is you want to learn. You might wonder about a city, or an activity, or a pet...it really could be anything you are curious about in the real world.</i></li> <li>• <i>You can jot for yourself when you are reading alone and then talk with your club and see if others want to learn about similar topics. I'd like to see if I can help you pull some materials together to allow you to learn about these topics. So...we will use the Jot Lot after club talks to collect your research or learning interests.</i></li> </ul>
<p><b>Mid-Workshop Teaching Point</b></p>	<ul style="list-style-type: none"> <li>• <i>Share jots that readers have written that show they have an interest in learning more about a topics in their series book reading.</i></li> </ul>
<p><b>Clubs</b></p>	<ul style="list-style-type: none"> <li>• <i>Remind readers to discuss possible topics for further learning. Ask that the clubs create a post-it that includes names of learners and topics to research and place post-it on Jot Lot. This way, teachers can then assess what kinds of materials might be needed to add to club reading and talk.</i></li> </ul>
<p><b>After the Workshop Share</b></p>	<ul style="list-style-type: none"> <li>• <i>Readers, I found these great books on horseback riding, training horses and horse shows in our school library. (Show stack) I now can spend time reading and talking with others about what I am find as I research about this topic as I continue to read the Pony Tales Series.</i></li> <li>• <i>I found on page 42 in this book called <u>Horses and Pony Care</u> what looks like the halter Molly was trying to get on Norton. I'll need to read these pages to see if it's the same item as the halter in my series...but I'm betting it is and I'll learn what it is and what it does.</i></li> <li>• <i>Quickly read a little from page 42 point to picture and cations that connects to the series topic that is going to add to your learning about the topic from one book (You do not need to read an entire page of text, just the portion on the halter). Talk about how the informational book (picture, diagram, caption) can add so much to your thinking.</i></li> <li>• <i>Readers, when you add informational reading to your fictional reading you just become a stronger reader. You will know more and will comprehend more as you read text from either genre. Tomorrow we will work on how we do this learning and reading of our series.</i></li> <li>• <i>Add teaching point to Series Book Readers Chart and What Readers Say Chart</i></li> </ul>

#### Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."

## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

6. Expect surprises
7. Compare and contrast series
8. Make theories from book to book to book
9. Think about how the lesson or message matters to their life
10. Say, "I want to learn about..."

#### Chart:

What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?
5. I want to learn about...

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	16
<b>Concept</b>	Series book readers find ways to learn more about the topics in their series and share what they've learned.
<b>Teaching Point</b>	Readers can research and learn about topics on their own or with others related to their series book reading.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4Resource Packet</li> <li>● <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> <li>● Post-its</li> <li>● Chart: Ways to Research Together (Resource packet unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>● Katie Woo Series by Fran Manushkin (level J) <u><a href="#">Katie Woo Has the Flu</a></u> <a href="http://www.capstonepub.com">www.capstonepub.com</a> or <u><a href="#">The Stories Julian Tells</a></u> by Ann Cameron</li> <li>● <u><a href="#">Naughty Norton</a></u> by Bernaadette Kelly, <a href="http://www.capstoneyoungreaders.com">www.capstoneyoungreaders.com</a></li> <li>● <u><a href="#">Horse and Pony Care</a></u> by Sandy Ransford</li> <li>● <u><a href="#">Usborne Complete Book of Riding and Pony Care</a></u> by Rosie Dickins and Gill Harvey</li> <li>● OR Stack of informational text/websites related to a topic (Example: Horses, Chicago, Soccer)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● Teachers may decide to loosen the structure of independent reading followed by club talk and just allow readers to decide if they need to be reading alone, together, reading the series or reading their research on their topic. Ultimately, allowing readers to make choices based on their needs and the needs of their clubs. Looking into this classroom one might see readers reading individually, groups meeting to talk, groups meeting around books or websites and then breaking up again to do some research to bring back to the club.</li> <li>● Other teachers may decide it is best if the group structure is continued as it has with club meetings convening after whole group independent reading.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, today I would like you to continue to think about the topics you would like to learn about. You jotted a quick note for me on the Jot Lot and I saw that you listed your names, too, so that I could tell who would like to research together and who wanted to research on their own.</li> <li>● Either way, you are going to bring any information you learn back to your series club and you're going to continue to read your series.</li> <li>● So, today I want to show you how you can research on your own or with others to add knowledge of your topic to your book club talks.</li> <li>● This is a management lesson. Plan to spend time coaching and conferring with clubs as they juggle their informational books and their series.</li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

<p><b>Teach</b></p>	<ul style="list-style-type: none"> <li>• Readers, today I'm going to ask you to meet in your clubs after the minilesson. I have organized a few books to help you learn about the topics you wrote on your post-its and you will need to meet as a club to decide a few things. I made a chart to help you see how you might choose to work together.</li> <li>• First, you can decide that everyone will research on their own some part of the topic and come back together to talk to each other to share what you learned. Each member of the club would have a different book. I would research horse shows, Dana would research horse training, and Shelby would research horse equipment. I'm just pretending that Dana and Shelby are in my club and we decided to do our research in this way. We've agreed to read on our own for 15 minutes and then we are going to come back together to talk about the notes we jotted and the information we learned.</li> <li>• Second, you might decide that your club is going to work together to research. You decide to place a book in the middle and you all take part in reading, note-taking or jotting and talking at the same time. You will probably have to decide who will read aloud first and who will take notes.</li> <li>• Third, you might decide as a club to do a little of both the first example and the second example. Let's say I don't want to research as a larger group...that's fine. I can research on my own and two others can research together.</li> <li>• You really have all kinds of ways to research and learn about topics on their own or with others related to their series book reading.</li> </ul>
<p><b>Active Engagement</b></p>	<ul style="list-style-type: none"> <li>• Readers, I'd like you to consider what I have explained to you and showed you on our chart...think about the kind of reader and worker you are...are you going to want to read on your own and suggest that everyone read on their own?</li> <li>• Are you going to suggest that your club stick together and divide the work of reading and note-taking?</li> <li>• Or are you going to suggest that everyone pick how they'd like to work and have different ways of working?</li> <li>• Think about how you'd like to see your club working today. Just think about it.</li> </ul>
<p><b>Link</b></p>	<ul style="list-style-type: none"> <li>• You have heard the possibilities for your working together, yesterday, you noted what you wanted to know more about, so now you are ready to dive in and see if you can find new information on your topic to help you understand your series books more deeply.</li> </ul>
<p><b>Clubs</b></p>	<ul style="list-style-type: none"> <li>• Allow clubs to meet right after mini-lesson. Coach and encourage collaborative conversation.</li> </ul>
<p><b>Mid-Workshop Teaching Point</b></p>	<ul style="list-style-type: none"> <li>• Highlight the ways clubs have decided to work. Compliment reader's inventive ways to work together in diverse ways.</li> </ul>
<p><b>After the Workshop Share</b></p>	<ul style="list-style-type: none"> <li>• Readers, the most important part of our work with juggling our series with informational reading will be fitting what we researched back into our series reading. Once we've learned something about our topic, like horse equipment needs a lot of care (page 42-43 <u>Horse and Pony Care</u>), then I have to ask, "How is this new information helping me understand Molly or Norton the horse?"</li> <li>• We will have a mini-lesson demonstration on strategies to help us do that this more complicated work, tomorrow.</li> </ul>

#### Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."
6. Expect surprises
7. Compare and contrast series
8. Make theories from book to book to book
9. Think about how the lesson or message matters to their life
10. Say, "I want to learn about..."
11. Research topics they want to learn more about

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	17
<b>Concept</b>	Series book readers find ways to learn more about the topics in their series and share what they've learned.
<b>Teaching Point</b>	Readers reread back and forth between series books and informational books to see how their understanding changes after learning about a topic.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4 Resource Packet</li> <li>● <i>Chart: What readers say in a book club (Resource packet unit 4)</i></li> <li>● Post-its</li> <li>● Chart: Ways to Research Together (Resource packet unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Naughty Norton</u> by Bernadette Kelly, <a href="http://www.capstoneyoungreaders.com">www.capstoneyoungreaders.com</a></li> <li>● <u>Usborne Complete Book of Riding and pony Care</u> by Rosie Dickins and Gill Harvey</li> <li>● <u>Horse and Pony Care</u> by Sandy Ransford</li> <li>● OR Stack of informational text/websites related to a topic (Example: Horses, Chicago, Soccer)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● Consider the learning that can come from the series books readers have in their hands. If higher level readers have access to a historical fiction series, their learning may involve past events, time periods or real-life influential people. If readers are reading realistic fiction they may be able learn about the city where the stories take place or a sport that the story is centered around.</li> <li>● Keep an open mind about topics for research. The process of researching from informational text and fitting that learning back into series reading is more important than the topic elected to research. If readers decide to research "friends" or "sisters" see what you can find to help them make that happen.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● <i>Readers yesterday when I was observing clubs read and talk and research and talk I saw many clubs researching and talking about what they were learning. I'm so impressed with how you are using your informational text strategies to learn more about topics you wanted to know more about in your series reading.</i></li> <li>● <i>One strategy, however, I did not see you using was the work of fitting what you have learned back into your series reading. When I learn information about my story I need to think about how this new information helps me understand my story even more.</i></li> <li>● <i>So today I want to show you how readers, reread back and forth between series books and informational books to see how their understanding changes after learning about a topic.</i></li> </ul>
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## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

<p><b>Teach</b></p>	<ul style="list-style-type: none"> <li>• Readers I want you to watch what I do here, closely...because I'm going to ask you to talk to your club about what you see me doing with my reading.</li> <li>• I have here in my lap <u>Naughty Norton</u> and the <u>Usborne Complete Book of Riding and Pony Care</u>. Remember, my job is to read and reread between the informational book and my series book. I remember reading my series book and wondering how Molly was going to get Norton to listen to her...because he sure didn't look like he wanted to do what she said.</li> <li>• As I was looking through my informational books, I found these pages 66-67 where the title reads "Good Handling"...it was the pictures and captions that caught my attention...the kids in the photos looked just like Molly standing beside her horse. Here under the subtitle "Daily Contact" it says that it is important that the horse see you clearly and let the horse come quietly to you...so if I think about this with what Molly was trying to do I have to go back and think, was Molly in front of her horse and did she let him approach her quietly? I'll need to reread that part...let me see where was that (go to page 11 in Naughty Norton reread to page 13)</li> <li>• After rereading <u>Naughty Norton</u> and having read the information on page 66 for "Good Handling" I'm thinking that it isn't Norton who is acting badly...I'm kind of thinking Molly should be reading our informational book! Is it Molly who is naughty?</li> <li>• Our informational book stated to be in clear view and let the horse approach you quietly...Molly is shouting and throwing carrots...she is yelling way across the field...I really have a different idea in my mind now about this story...don't you...Naughty Norton maybe isn't really Naughty...maybe he just needs someone who knows how to handle horses. Molly needs a little help, doesn't she?</li> <li>• So, on a post-it I'm going to write "Molly should stand in front of Norton and wait quietly for him to approach her" because that is what I learned from my informational book...and now I can talk about what I found out with my club, when you talk together. I can explain what I learned and how it fits back into the book. What I learned makes Molly look and sound silly...she doesn't appear to know how to handle a horse. What a surprise!</li> </ul>
<p><b>Active Engagement</b></p>	<ul style="list-style-type: none"> <li>• Readers, I hope you were watching me as I juggled my books and reading and reading...because now I'd like you to turn and talk with your club. Help each other replay the steps I took to reread back and forth between series books and informational books to see how my understanding changes after learning about a topic.</li> <li>• Listen in and coach as readers name steps you took.</li> </ul>
<p><b>Link</b></p>	<ul style="list-style-type: none"> <li>• Readers, please make sure that you are fitting your information you've learned back into your series book. You can say, "Oh...so now I see or now I know...and then attach that thinking from the informational book to the series book. I'll be watching how this goes as you and clubs decide how you will meet and read today and how you are going to research and then talk about your learning.</li> </ul>
<p><b>Clubs</b></p>	<ul style="list-style-type: none"> <li>• If you are allowing clubs to decide how they will meet, work and read...clubs will come after the mini-lesson. Otherwise, have readers research and read series on their own and then meet to talk with clubs.</li> </ul>
<p><b>Mid Workshop Teaching Point</b></p>	<ul style="list-style-type: none"> <li>• Highlight clubs working within the process of fitting their informational reads back into their series stories.</li> </ul>
<p><b>After the Workshop Share</b></p>	<ul style="list-style-type: none"> <li>• Readers, I was working with Trevor's club today and he asked me if I thought a part of his series book was true...it was somewhat unbelievable what he was reading. When you find yourself asking, "Is that true?" this is a place to jot a quick question and then make sure you do the research and learning to see if it is.</li> <li>• Many of you are jotting questions or wonderings on post-its and in your notebooks as you read. You can always reread your post-its and notebooks, too and see if there are ideas that you want to come back to...informational text just may help you answer your wonderings...so you have to think...could I find out the answer to this with a little informational reading?</li> <li>• We want to be the kind of readers who care to take the extra time to know as much as we can...in fictional reading and informational reading.</li> </ul>

## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

#### Series Book Readers:

1. Notice patterns
2. Notice new info
3. Say, "This is important because..."
4. Notice Character troubles, changes or feelings
5. Make theories about their characters, "My theory is..."
6. Expect surprises
7. Compare and contrast series
8. Make theories from book to book to book
9. Think about how the lesson or message matters to their life
10. Say, "I want to learn about..."
11. Research topics they want to learn more about
12. Reread back and forth between series books and informational books to see how understanding changes after learning about a topic.

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	18
<b>Concept</b>	Series book readers find ways to learn more about the topics in their series and share what they've learned.
<b>Teaching Point</b>	Readers decide if they can answer a question quickly or if they will need more time and resources to learn more about their topic.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4 Resource Packet</li> <li>● <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> <li>● Post-its               <ul style="list-style-type: none"> <li>● Chart: Ways to Research Together (Resource packet unit 4)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <u>Naughty Norton</u> by Bernadette Kelly, <a href="http://www.capstoneyoungreaders.com">www.capstoneyoungreaders.com</a></li> <li>● Place a few post-its in <u>Naughty Norton</u> with questions. Pose questions with quick answers, others that need a little research and a couple that would need more time and resources.</li> <li>● <u>Usborne Complete Book of Riding and pony Care</u> by Rosie Dickins and Gill Harvey</li> <li>● <u>Horse and Pony Care</u> by Sandy Ransford</li> <li>● OR Stack of informational text/websites related to a topic (Example: Horses, Chicago, Soccer)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● Questions could be a natural part of read aloud with accountable talk. If that's the case, teachers will not need to make-up questions...they will already be present in the read aloud text. This lesson helps readers see that there are multiple ways to get answers to their unanswered questions.</li> </ul>
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<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, two days ago I showed you how I found that page on the halter for Norton. I really couldn't believe how easy that was. I was reading in the informational book and WHAM! There is was the word Halter...My question was answered quickly.</li> <li>● Then yesterday, I was curious about how Molly was going to get Norton to listen to her...I found the pages in my informational text titled "Good Handling". I realized I was going to have to read both pages to get a good idea of what it took to handle a horse. This question was going to take a little more time to answer.</li> <li>● Readers, today, I want to teach you how to think a bit about whether you can answer your questions quickly or if they will need a bit more time and more than one resource. Let me show you how to do this.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>Watch and listen...because then we will talk about what you see and hear me trying...</i></li> <li>● <i>As I was reading <u>Naughty Norton</u>, right at the beginning I started to wonder about the horse show, Molly describes where her and Norton did not win...I was wondering what it takes to win a horse show? Here's my post-it that asks that.</i></li> <li>● <i>And further into the story, I wondered about the halter...but I also wondered about the other equipment horseback riding needed. I asked, "What kinds of things do you need to horseback ride?"</i></li> <li>● <i>And further into the story when Molly was shouting at Norton to STOP so he wouldn't jump over the fence, I learned that she carried sugar cubes with her for Norton...I had never heard of giving horses sugar cubes. I asked on this post-it, "Is sugar a healthy treat for horses? What should they eat?"</i></li> <li>● Line question post-its up on easel for class to see.</li> <li>● Readers, now I'm going to think about these questions...As I think about what horses should eat, I think of carrots and oats but I know I'm going to have to do a little more research on this. I could use Google and ask what should horses eat or are sugar cubes good for horses? But I could also look into my informational text.</li> </ul>

## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<ul style="list-style-type: none"> <li>● As I think about my questions about the equipment...I remember seeing in both of my horse books pages and pages with pictures of equipment for riding a horse...I think that question is going to be pretty easy to answer.</li> <li>● My first question, on what it takes to win a horse show...huh? I really have no idea...I could use a computer search and look for what the judges are expecting but there is also a part on page 125-141 in <u>Riding and Pony care</u> (show pages) where this section is called Competitions. Now, there's a lot to read here...it's going to take some time for me to read it. And I'm not really sure what kind of horse show Norton is part of...I may have to use the computer and these pages and then get back <u>into Norton's First Show</u> and see what I can fit back into that reading.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● <i>Readers, today when you are reading, I want you to wonder and jot your questions, but then stop for a minute and think...Can I think I can answer this quickly, do I think I'll need more time and more resources...Turn and talk with your club for a minute...What did you see me doing that helped me see the kind of work I'd have to do to answer my questions.</i></li> <li>● Listen in and talk with clubs about work needed to find answers to questions.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>● <i>No matter what we read, we are always going to have questions. Some readers, will just say, "Oh, who cares, about that...I don't need to read anything else to figure that out" ...these readers aren't really doing the reading work we second graders need to be doing.</i></li> </ul>
<b>Clubs</b>	<ul style="list-style-type: none"> <li>● Meet after mini-lesson to make their plan for working within their series.</li> </ul>
<b>Mid Workshop</b>	<ul style="list-style-type: none"> <li>● Showcase readers who have thought about quick to answer questions vs. questions that require more time and resources.</li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>● <i>Readers, one more idea I'd like to add to your question asking throughout your series and really whenever you are reading, is to consider if the question you have asked is important to know and research. If I'm reading Naughty Norton and I'm thinking to myself..."I wonder what Molly likes to eat for dinner?" Its fine that you have wondered, but you have to think, "Is it important to the story or the topic that I know what Molly eats for dinner? If I know what Molly eats for dinner is it going to help me understand the story better?</i></li> <li>● <i>It's really not going to help me understand the story better. It's just a wondering that I've had...but it isn't important to understanding the events in the story or the topics, like horse training or horseback riding.</i></li> <li>● <i>As I conference with you, you might hear me ask you if you think your question is important to know and how the answer will be helpful.</i></li> </ul>

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	19
<b>Concept</b>	Series book readers find ways to learn more about the topics in their series and share what they've learned.
<b>Teaching Point</b>	Readers use all the information they've learned to teach others and to talk smart about their topics.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4 Resource Packet</li> <li>● <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> <li>● Post-its</li> <li>● Chart: Ways to Research Together (Resource packet unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>● <u>Naughty Norton</u> or <u>Norton's First Show</u> by Bernadette Kelly, <a href="http://www.capstoneyoungreaders.com">www.capstoneyoungreaders.com</a></li> <li>● Place a few post-its in <u>Naughty Norton</u> with questions. Pose questions with quick answers, others that need a little research and a couple that would need more time and resources.</li> <li>● <u>Usborne Complete Book of Riding and pony Care</u> by Rosie Dickins and Gill Harvey</li> <li>● <u>Horse and Pony Care</u> by Sandy Ransford</li> <li>● OR Stack of informational text/websites related to a topic (Example: Horses, Chicago, Soccer)</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● This lesson begins the work of the celebration for this unit. There could be numerous ways to culminate the unit so feel free to do what feels like a culminating celebration of learning for your class. The suggestion is to have each club teach another club all that they have learned about one of their series along with the topics inside their series during for the last sessions in this unit.</li> <li>● Today, clubs will practice and teach within their own club all that they know.</li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, we have been series book readers for quite a few weeks, haven't we. We have learned so much about finding patterns and looking for important and different information. We also learned how to look for author's messages and lessons and how we could research to know more about the topics of our series.</li> <li>● We have become such strong series readers.</li> <li>● Today, I want to teach you one more strategy for working with your series books, informational texts and clubs...and that is that readers use all the information they've learned to teach others and to talk smart about their topics.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>Let's just pretend that all of you are part of series club. We've been reading The Pony Tale series and our informational text on horseback riding. Yesterday I went off on my own to read about equipment, besides a halter, that Molly might need to take Norton for a ride. Now I'm going to teach you what I found out from that reading.</i></li> <li>● <i>Watch and listen as I teach you, I want you to see and hear that I use all the information I've learned to teach others and to talk smart about my topics.</i></li> <li>● It will be important here for teachers to use a dramatic "teacher/explaining" voice so that readers will take your lead and change their voice when explaining to others. Make sure to use specific vocabulary from the informational text.</li> <li>● Explain, while pointing to pictures or diagrams, what you learned about and <b>how it helps you better understand <u>Naughty Norton</u> and/or <u>Norton's First Show</u>. Use, "Now I know" or "This makes me understand that Molly..."</b></li> <li>● <i>Readers did you see how I was pointing to the parts that I read and learned from, did you hear in my voice how I sounded like a teacher or a reporter, I was really trying to use words and the specific vocabulary from</i></li> </ul>

## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<p><i>the informational text. Instead of saying, look at these things...I said look at this “tack” and then I said “tack is all the leather items that you need for riding”, like the “saddle and the bridle”...which is another name for “halter”... I learned that, from this other book because it said halters were like bridles and came in three sizes to match the size of your horse.</i></p> <ul style="list-style-type: none"> <li>● <i>I wanted to make sure you learned just as much as I learned about the equipment.</i></li> <li>● <i>Did you notice how I said this helped me understand that Molly would have to spend a lot of time caring for the tack and the horse and it must mean she is a responsible young girl...unless someone else does it for her?</i></li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● <i>Readers, now I want you to try this work. I’m going to read a small section of the informational text and then I want you to think about what you learned and how it fits back into our <u>Pony Tales</u> series.</i></li> <li>● <i>Read portion of informational text: Horse and Pony Care (Page 20 top caption) TREATS or (page 21) CATCHING A HORSE OR PONY.</i></li> <li>● <i>Leave book on the easel so readers can point to pictures as explaining.</i></li> <li>● <i>Now turn and explain to your club what you have learned and how you see it fitting back into our Pony Tale series.</i></li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>● <i>Readers, as I listened, I heard many voices that sounded like teaching or reporting voices. I also saw people looking back at the book I left on the easel and pointing. You were practicing ways to explain and teacher others all the information you had learned. I also heard you using words like “nip” and “diet” which were straight from the text. This told me you were trying to sound smart and use words from your informational reading.</i></li> <li>● <i>Clubs should meet and decide if you have reading to do or if you are ready to practice this explaining voice and smart talk.</i></li> </ul>
<b>Clubs</b>	<ul style="list-style-type: none"> <li>● <i>Plan to coach and confer with clubs. Listen in for speaking and listening. Demonstrate as needed with club work.</i></li> </ul>
<b>Mid Workshop</b>	<ul style="list-style-type: none"> <li>● <i>Highlight a club where you heard explaining language and use of words from informational text along with fitting the information back into the series. Replay parts of their talk for the class</i></li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>● <i>Readers, tomorrow, we are going to begin the end of this series unit of study. You are going to have the opportunity to use what you learned today-use all the information you’ve learned to teach others and to talk smart about your topics to another club that has been reading, thinking and talking about different series. Think of it as a sharing of what you have been doing during this unit. You will get to celebrate all that you have learned with another club in our class.</i></li> </ul>

### Chart:

What Readers Say in a Book Club:

1. I have something important to share
2. This part is ....because....
3. What do you mean?
4. Why do you think that is important?
5. I want to learn about...
6. I learned...and I know...

**Reading Unit of Study**  
**2nd Grade: Series Reading: Cross Genre Clubs, Unit 4**  
**Lesson Plan**

<b>Session</b>	20
<b>Concept</b>	Series book readers find ways to learn more about the topics in their series and share what they've learned.
<b>Teaching Point</b>	Readers celebrate all they have learned about series reading by sharing their learning with others.

<b>Materials</b>	
<ul style="list-style-type: none"> <li>● Readers grouped by three and/or four readers by like reading levels</li> <li>● Crates/bins/bags of books organized by series</li> <li>● Chart(s) Second Grade Character Unit 2 : Character Traits</li> <li>● Chart: Unit 4 Resource Packet</li> <li>● <i>Chart</i>: What readers say in a book club (Resource packet unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>● Post-its</li> <li>● Chart: Ways to Research Together (Resource packet unit 4)</li> <li>● Notes Page: Series Club Reading Celebration Notes Page in Resource Packet Unit 4</li> </ul>

<b>Tips</b>	<ul style="list-style-type: none"> <li>● This lesson uses explanations and examples instead of demonstrations. This instructional choice is less supportive than a demonstration or guided practice structure but it is assumed that readers have been working in similar ways in their club and will not need a full demonstration of how to conduct this activity due to the time already spent in reading series clubs.</li> <li>● If you believe your students could use more support, feel free to choose a demonstration for the lesson, by using a read aloud text and filling in notes and jots on the Notes Page. Feel free to allow more than one day for the celebration.</li> <li>● Use levels of readers to bring clubs together. Pinky and Rex is close in level to Henry and Mudge. These two clubs could meet. Lower levels with lower levels, higher levels with higher levels at first. If more time allows loosen the level match and allow clubs of mixed levels to share.</li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>● Readers, today we have the opportunity to share all we have learned about a particular series we have read. Our work time will allow for two different clubs to come together with each club taking a turn to explain and teach all that they know about the series they have been reading.</li> <li>● This is how we will wrap up our series book reading and celebrate all that we have learned.</li> <li>● Readers celebrate all they have learned about series reading by sharing their learning with others.</li> </ul>
<b>Teach</b>	<ul style="list-style-type: none"> <li>● <i>Please listen carefully to how this will work as I describe an example of our celebration.</i></li> <li>● <i>Rosie's club has been reading the Pinky and Rex series and Jimmy's club has been reading The Henry and Mudge Series these two clubs are going to find a place in our classroom today and meet together to tell each other about what they know and have learned from their series.</i></li> <li>● <i>But before that happens each club is going to have time to talk, just as a club to prepare what you would like to teach another club.</i></li> <li>● <i>I prepared this form that will help remind you of the kinds of things you can talk about when you meet with another club (See Series Club Reading Celebration Notes Page in Resource Packet Unit 4).</i></li> <li>● <i>You do not need to fill in each box and write and write and write and write...I really want you to spend time talking and deciding what you might say and who might say it. You will need to divide the talk so everyone in your club will have a chance to share part of the information. The boxes aren't that big because they are just enough room to make a little jot, like a page number or a couple words.</i></li> <li>● <i>So, in Rosie's club let's say Rosie is going to talk about the patterns in here series...maybe Rosie will put her name there...but everyone in her club should help her decide what is possible to share. Maybe Drew will jot a couple notes for Rosie's section...I want you guys to decide how to prepare your notes and who will share</i></li> </ul>

## Reading Unit of Study

### 2nd Grade: Series Reading: Cross Genre Clubs, Unit 4

	<p><i>the information. But it's important that everyone help give their knowledge before you meet with the other club.</i></p> <ul style="list-style-type: none"> <li>● Read over each title on the Series Club Celebration Notes Page, give an example if you feel it is needed.</li> </ul>
<b>Active Engagement</b>	<ul style="list-style-type: none"> <li>● <i>I would like you to talk together and list what it is I will see you doing when we go to our club meeting places.</i></li> <li>● Listen in and make sure readers understand your expectations.</li> </ul>
<b>Link</b>	<ul style="list-style-type: none"> <li>● <i>Readers, it is time to get busy. I will check in as you are working and I'll be watching for readers jotting and talking so that you are prepared to share with another club. I'm not sure if we will share our information today or tomorrow...I'll be watching for how much time we need and whether we are ready to meet with another club.</i></li> </ul>
<b>Clubs</b>	<ul style="list-style-type: none"> <li>● If you find clubs need all of the independent work time today...just adjust. Clubs could meet tomorrow and share what they prepared.</li> <li>● Another possibility would be to let clubs that are prepared quickly, share with other quick clubs. In this way, clubs may share their information with more than one club if the work is carried into the next day.</li> </ul>
<b>Mid Workshop</b>	<ul style="list-style-type: none"> <li>● Showcase how clubs are dividing the work load and working together. Share inventive strategies should readers invent some of their own methods for sharing.</li> </ul>
<b>After the Workshop Share</b>	<ul style="list-style-type: none"> <li>● <i>Readers, I was taking so many notes as I observed you working together. I was really listening to what it was you had learned and how you had learned to tell each other about your knowledge. Series books are part of life. Series books come in all shapes and sizes and all different levels. Adult readers read series, too. I'm hopeful that your work with series will help you read whatever series interests you.</i></li> <li>● <i>Thank you for working so hard to learn so much.</i></li> </ul>

Series Club Reading Celebration Notes Page

Club Member Names
Title of series
Patterns
Surprises or Unexpected Parts
Main Character is the kind of...because...
The books fit together by...
Author's Messages or Lessons
Information Learned on Topics in Series
Would you recommend this series? Why or Why not.