

Unit 10: Character Partnerships/Book Clubs: Spotlight on Inferring (3 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students continue to develop ideas and theories about characters across a series that allows for deeper thinking and conversations. At this point in the year, students have developed the skills necessary for sustaining book talks around books they have read and enjoyed.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Become familiar with the procedures around reading clubs
- Find the important parts of a story to share with book club members
- Make predictions and inferences about characters across texts
- Build “talk habits” to work in book club groups that foster discussions
- Develop opinions about characters and supply reasons for the opinion

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Working with a partner(s) to make reading plans to include
 - Book selection
 - Number of pages or chapters read
 - Focus for conversation
- Preparing for a book club conversation by jotting down ideas about a text (Post-its, graphic organizer, reader’s notebook)
- Making inferences about characters based on what they
 - Do (actions)
 - Think (internal thinking)
 - Say (dialogue)
- Looking for patterns about a character across a book across a series (noticing recurring behaviors, reactions of the character, noticing what types of problems the character has, noticing the way the character attempts to resolve his/her problems, notice the relationships the character has)
- Using patterns to predict what the character will do, say, feel, etc.
- Using patterns to develop big ideas/theories about a character
- Gathering evidence from texts to support theory/theories about a character
- Developing reactions to events and characters
- Anticipating what will happen next (making predictions)
- Working collaboratively in a book club by
 - Coming prepared
 - Taking turns talking
 - Asking for evidence for ideas, opinions, thinking shared
 - Sticking with an idea for an extended period of time
 - Encouraging others to share
 - Engaging in respectful debates about ideas, opinions
- Reviewing conversational prompts charted in Units 2 and 6
- Sharing ideas and listening to other ideas

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- Sharing, growing, debating, revising theories
- Sticking with one idea for an extended amount of time
- Considering another perspective about an idea
- Noticing if another club member's contributions changes one's thinking
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students work in clubs to create a poster/advertisement that reflects their character series. The advertisements can include illustrations as well as written text that highlights for other readers why they might be interested in the series.
 - Audio or videotape each club talking about their series. Footage may include an authentic book club conversation or could feature club members interviewing one another about what they liked, disliked about the character, found interesting about the series, learned from the character, etc.

Notes/Tips:

- Each day students will spend time independently reading for a *minimum* of 40 min. and reading with a partner for 15 min.
- Choose a character series for a whole class study. Use read aloud to read the texts, discuss texts and develop theories about a character. The whole class study is used to model the work that each club will be doing. The character series the class studies as a whole will not be one clubs will study.
- Teach into the routines of book clubs early in the unit through daily interactive read aloud and reading partnerships.
- When creating clubs consider reading levels, interests and behaviors. Club size can range from 2-4 students. Teachers may decide to have some students work in groups of 2, 3 or 4. All groups can be referred to as "book clubs."
- Select a wide range of character series for clubs to choose from. Create baskets of books that reflect different character series. Have each club choose a different character.
- Plan minilessons that reflect the needs of the students – comprehension, conversation, collaboration.
- Confer into clubs to scaffold the learning and model strategies needed.
- In order for club members to have rich conversations they need to have read a substantial amount. For students reading Level J books and below they really need to have read the entire book in order to share theories and have a rich conversation. This is important to share with clubs as they set reading goals. Since the clubs will be spending their time together talking (rather than reading) it is recommended that clubs meet 2-3 times a week rather than every day.
- Have a successful club fishbowl a conversation so other clubs have a model.
- Club members can celebrate and share their learning about a series by creating a group project.
- Students may be in one club reading a series for two weeks and then in another club for the second part of the unit.
- Students need to read many books in a series to gather ideas and theories about characters.
- Teachers can have conversation starters on a bookmark or ring of cards for groups to use as needed.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Teachers College Reading and Writing Project 1st Grade Reading Curricular Calendar 2010-2011*
- *Growing Readers* by Kathy Collins (Chapter 6, pp. 151-196)
- *Reading for Real* by Kathy Collins
- *First Grade Readers* by Stephanie Parsons (Chapters 3-6)
- *Comprehension: Strategic Instruction for K-3 Students* by Gretchen Owocki
- *The Comprehension Toolkit* by Stephanie Harvey (Strategy Guide 4 Infer and Visualize)
- *Strategies That Work* by Stephanie Harvey
- *Reading with Meaning* by Debbie Miller (Chapter 7, pp. 93-104)
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson