

Unit 6: Character Reading Partnerships/Clubs: Spotlight on Visualizing and 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 will read about a character across a series. Reading across a series enables students to think more deeply about texts and engage in higher levels of thinking. This unit builds upon the character work of Unit 3, “Story Elements: Spotlight on Inferring.”

Learning Outcomes

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

Students will:

- Visualize to deepen comprehension
- Develop theories about a character(s) across a series
- Develop opinions about characters and supply reasons for the opinion
- Gathering evidence to support a theory
- Create a reading plan with reading club partners

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Creating visual images using all of the senses
 - I see...
 - I hear...
 - I can feel...
 - I smell...
 - I can taste...
- Visualizing to fill in missing information
- Rereading and visualizing when meaning breaks down
- Visualizing by sketching what is happening in the text
- Visualizing by role playing, acting out a scene
- Making inferences about characters based on what they
 - Do (actions)
 - Think (internal thinking)
 - Say (dialogue)
- Identifying internal traits of characters and citing text evidence
- Comparing and contrasting characters as a way to think deeply more about characters
 - How are the characters similar? Gather text evidence (examples) to support your thinking.
 - How are the characters different? Gather text evidence to support your thinking.
- Developing theories about a character(s) across a text
 - What does the character do? What does that make me think about him/her?
 - What does the character say/think? What does that make me think about him/her?
 - What patterns do I notice about the character (behaviors, types of problems he/she encounters, ways he/she problem solves)? What idea(s) does this make me think about the character?
 - What text evidence is there to support my thinking/idea?

2014-2015 Grade 2 Reading Units of Study

- Continuing to read across a series
 - Reading the next book with the idea/theory/opinion in mind
 - Gathering additional evidence to support the theory
 - Revising the theory based on new evidence
 - Developing additional theories and gathering text evidence to support thinking
- Making plans with partner(s)
 - Selecting a series to read
 - Choosing a title in the series to read next
 - Determining the number of chapters to read
 - Select a focus for the book talk (e.g., main character, secondary character, relationships between characters, theme, author's purpose)
- Using talk prompts to deepen thinking and conversations (Use text evidence to support thinking)
 - The connection I am making is...
 - I wanted to add onto your idea...
 - Can you say more about that...
 - Can you show me that part in the book?
 - That's true but maybe...
 - I agree, but I'm also thinking...
 - I disagree because...
- Modeling what good book club conversations look, feel and sound like
Chart titled, Habits/Tips For Book Club Members
 - Members have read and jotted notes in preparation for the conversation
 - Each member participates in the conversation
 - Members stick with an idea and use text evidence to support thinking
 - Members debate ideas and consider other perspectives in a respectful way
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Write a description about a character studied across a series. Think about what the character taught you about life, the world? What do you like/dislike about this character? Include text evidence as part of the written piece.
 - Partners/club members can do a readers theater reading of a favorite scene from one of the character series text.
 - Think about yourself as a reader. How has your reading changed? What strategies did you notice yourself using often during the character study? How did the strategies help you as a reader? How can you apply what you have learned about reading fiction to all of your reading? Be as specific as possible.

Notes/Tips:

- Each day students will spend time independently reading for a **minimum** of 40 min.
- Reading clubs/partnerships can meet for 5-10 to talk about books read.
- Clubs/partnerships should meet 2-3 days a week. Meeting everyday is problematic because it doesn't allow for members to have read enough to talk about.
- Reading clubs can range from 2-4 students. Considerations for club members should include behavior, reading level, stamina, etc. Teachers may have some students work in groups of 2, other in groups of 3 and still others in groups of 4. Decisions should be made based on student need. All groups should be referred to as book clubs.
- It is critical that students are able to function successfully in a partnership before working with a larger group size. Therefore, it is appropriate for pairs of students or even an entire class to work in partnerships during this unit.
- It is important to have a range of book series available for students to choose from. Multiple copies of titles in a series is necessary so club members have access to copies of the same title.
- Students have had daily experiences turning and talking as part of interactive read aloud as well as opportunities to talk with a partner during the previous units of study. This unit will build upon their conversational skills as students begin to talk more in depth about texts read.
- Place familiar conversation talk prompts on a ring or bookmark for partners/club members to use during book talks. Prompts should include those that support starting a conversation as well as keeping a conversation going.
- Confer into clubs to scaffold and support students thinking and conversational strategies
- Use read aloud to model reading across a series and developing theories about characters to provide the scaffold necessary for students to practice these strategies with their own books. For the class

2014-2015 Grade 2 Reading Units of Study

study choose a character series that reflects the reading level of many of your readers (e.g., Level K, L). Use the daily read aloud to read many books in the series just as book club members will do. Recommended series for class studies are George and Martha, Pinky and Rex, Horrible Harry.

- During read aloud model how to develop a theory about a character across a book, across a series by thinking aloud and charting notes using a chart/template such as the ones below.

What does the character do/say/think?	What does that make me think about him/her?

What is a theory about my character?	What evidence/examples support my theory?

- **To view Grade 2 archived artifacts for the unit please visit the Grade 2 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/second-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 2nd Grade Reading Curriculum Calendar 2010-2011*
- *The Complete Year In Reading and Writing Grade 2* by Karen McNally and Pam Allyn (Chapter 4, pp. 65-67, pp. 94-97)
- *Reading for Real* by Kathy Collins (Chapters 3-7)
- *Reading with Meaning* by Debbie Miller (Chapter 7)
- *The Primary Comprehension Toolkit* by Stephanie Harvey & Anne Goudvis (Strategy Guide 4 Infer and Visualize)
- *Comprehension: Strategic Instruction for K-3 Students* by Gretchen Owocki
- *Reading with Meaning* by Debbie Miller (Chapters 6, 8)
- *Strategies that Work* by Stephanie Harvey and Anne Goudvis (Chapter 9)
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson