

2014-2015 Grade 3 Reading Units of Study

Unit 6: Series Book Clubs: Spotlight on Inferring and Predicting (3-4 weeks)

Rationale

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

Reading across a series helps students to think deeply about characters while increasing their reading stamina. Due to the consistency with characters that appear in a series, students will have the opportunity to follow a character and make inferences about his/her character traits, his/her motivations, how he/she changes over time, etc. Students support these inferences with evidence from texts. Book clubs provide frequent opportunities for students to share their thinking about texts and challenge one another's ideas respectfully.

Learning Outcomes

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

Students will:

- Continue to use conversational prompts to initiate and continue the conversation to deepen book club conversations
- Use specific evidence from texts to support inferences and ideas about characters and the text
- Grow ideas about characters across a series using specific evidence from texts to support thinking
- Engage in quality talk that balances text bound ideas with real world connections and ideas

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Choosing texts for book clubs
- Making a reading plan/schedule with club members
 - What text will we read?
 - How much will we read for each club meeting?
 - When will we meet?
 - What will the focus of the talk be? (If students have a reading lens in mind this will support their text annotation and club conversation.) Set a purpose for the talk.
 - What type of notes/questions will we come prepared with?
- Developing questions for book club talk by reviewing and synthesizing notes
- Identifying expectations for book clubs (e.g., be prepared, take turns, everyone participates, keep the talk going)
- Reviewing and extending conversational prompts to continue book talk (It is helpful to introduce conversational prompts that will prompt students to consider a perspective different from their own. See below.)
 - So what you are saying is...
 - Tell us what...
 - Let's talk about...
 - Show us the part that makes you say/think that.
 - I agree with...but I'm also thinking...
 - But maybe...

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- I disagree with...because what I'm thinking...
- If I think from this character's perspective I'm noticing...but if I take on this other character my perspective changes...
- Identifying what changes (e.g., character change) across a text/series and what remains the same
- Empathizing with the main character to anticipate what the character will do next and why
- Visualizing while reading as a way to not only predict what will happen next but also to see how it will happen
- Revisiting notes (when reading other texts in the series) taken while reading the first book in a series and asking:
 - Was my prediction accurate regarding this character's behavior/reaction?
 - Is the character still...? And the evidence to support this is...
 - How has my thinking remained the same? How has my thinking changed?
- Examining secondary characters that are developed
 - How does a secondary character help me understand the main character?
 - Why is a secondary character part of the story? What is their relationship to the main character? How do they help drive the plot?
 - What is important/unique about a secondary character?
- Examining/comparing/contrasting plot lines that continue from one text to another
 - How are they similar?
 - How do they differ?
- Understanding that actions can be "windows" to the person – pausing after a character has done something and saying, "Let me use what just happened as a window to help me understand this person."
- Expecting characters to be complicated – understanding that characters are not just one way (e.g., characters are three dimensional)
- It's important to think deeply about times when a character seems out of character
- Carrying information from one book in a series to the next
- Synthesizing ideas across a text, across a series
- Tracking ways characters change and mature as they grow older
- Demonstrating how readers pay close attention to the main character to figure out what kind of person he/she is
- Notice what the character does, says, thinks and infer why does he/she do, think, say that?
- Growing ideas and theories about characters across a series
- Gathering evidence to support theories about characters
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Have students write a description of one of the main characters from the series read. Description may include a theory about the character and examples from several of the texts to support this theory. Description might also include what the reader has learned from the character and/or series.
 - Have students write a book review for one of the texts read.
 - Have students create an advertisement for the series. If you like...then you will like...(See *Still Learning to Read*, Chapter 2, by Franki Sibberson)
 - Share short video clips of each book club to highlight one or more effective moves the members of the book club are demonstrating.

Notes/Tips:

- ***Students should maintain stamina by continuing to read independently for a minimum of 45 minutes.***
- It is important to connect this unit to the earlier book club unit so students transfer the strategies previously learned regarding book club routines, roles, habits, etc.
- To ensure successful book clubs, it is important that the habits of rich book talk are modeled and practiced all yearlong during read aloud, shared reading, and reading partnerships.
- Use read aloud during the unit to model reading across a character series. This will support the work of the club members who will also be reading across a character series. Select a character series at a

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- level which will allow for several texts to be read. Suggested series include Pinky and Rex (L), Amanda Pig (K), Ready Freddy (M). Use read aloud to read, think and talk about several texts in a series to model the work students will be doing in their book clubs. The class study book series should be different from the various series chosen by the different book clubs.
- During daily interactive read aloud have book club members sit together so they get practice turning and talking with one another.
 - Whole class conversations following a read aloud are another effective way to prepare students for the demands and responsibilities of book clubs. To conduct a whole class conversation read and talk about a text together, brainstorm a list of possible big ideas from the text to talk about, gather in a circle, engage in a whole class conversation about one of the selected big ideas.
 - Confer into book clubs daily to raise the quality of book talk, support students with goal setting, etc.
 - Book clubs can range from 2-4 students but shouldn't exceed that amount to allow for all students multiple opportunities to share. Some students may benefit from working in a partnership rather than a club during this unit. Within a classroom there may be some groups of 2, others 3 and still others 4. All groups can be referred to as book clubs.
 - Share videotapes of partners and clubs engaging in book club conversation. Have students identify the habits of book club members (What are the talk moves observed? Are all members prepared and involved?, etc.). Teachers can videotape effective book clubs from their classrooms or share professional videos. (Teachers College has several book club videos available <http://readingandwritingproject.com/resources/common-core-standards/ccs-videos.html>.)
 - If students are hesitant to participate in a conversation and/or some students are dominating the conversation use a management strategy such as giving each player 3 tokens/playing cards. Each time a student participates he/she puts a token/card in the center pile. Each student must use the 3 tokens by the end of the conversation. Another option is to give each group a "talking stick" and have students pass the talking stick to the speaker.
 - It is important to organize the classroom library and obtain books that reflect the interests and levels of the readers in the class before beginning this unit.
 - Is possible club members should read the books in a series in sequential order as events often carry over from one book to another. This is especially true of series at Levels N and beyond.
 - Students can be given some responsibility in finding needed books (e.g., checking the library, encouraging students to lend personal books to each other by creating a class list of books needed for the series studies).
 - Shorter series texts are ideal as it is important for students to examine a number of books within a series. For each level there are series of varying length.
 - Another option for texts includes choosing complex picture books with recurring characters such as some of Patricia Polacco's books, Little Bill series by Bill Cosby, or a series of short stories about recurring characters such as *The Stories Julian Tells* by Ann Cameron.
 - Determine a weekly schedule to outline what days clubs will meet. Clubs should meet 2-3 times a week for 10-15 minutes. This will allow students time to read a portion of the text and prepare for the book club. Meeting every day in clubs tends to reduce motivation and quality of talk.
 - Add conversation prompts/tips to the anchor chart started in Unit 5. Review prompts.
 - Have multiple copies of titles in a variety of series for students to choose.
 - Create a rubric with students of what effective book clubs look like and sound like. Have club members self-assess using the rubric then set goals for improvement.
 - Because club members will have different reading rates it is important that all students have another book to read independently. During independent reading students will first read in preparation for their book club meeting and then read another just right text for the remainder of independent reading. Some students may have difficulty keeping track of two pieces of fiction (i.e., book club text, other just right text) – in that case have the students choose a nonfiction text as their second text).
 - Guided reading groups meet frequently to promote differentiation of reading instruction.
 - To view recommended genre specific texts for read aloud and independent reading use the following link <http://readingandwritingproject.com/resources/classroom-libraries.html>.
 - **To view Grade 3 archived artifacts for the unit please visit the Grade 3 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/.**

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- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/third-eighth-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 K-5* by Gretchen Owocki
- *Teachers College Reading and Writing Project 3rd Grade Reading Curriculum Calendar 2010-2011*
- *The Art of Teaching Reading* by Lucy Calkins (Chapter 20)
- *The Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis (Strategy Guide 4 Infer and Visualize)
- *Still Learning to Read* by Franki Sibberson and Karen Szymusiak
- *Units of Study in Reading* by Lucy Calkins and Mary Ehrenworth (Following Characters into Meaning Volumes 1 and 2)
- *Literature Circles* by Harvey Daniels
- *Grand Conversations: Literature Groups in Action* Ralph Peterson and Maryann Eeds
- *Comprehension Through Conversation* by Maria Nichols
- *Talking About Text: Guiding Students to Increase Comprehension Through Purposeful Talk* by Maria Nichols
- *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic Independent Readers* by Jennifer Serravallo
- *Teaching for Comprehension and Fluency* by Irene Fountas and Gay Su Pinnell
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson