

If...Then Unit Nonfiction Book Clubs

Bend 1: Individuals Bring Their Strengths as Nonfiction Readers to Clubs

Session 1

Connection: Readers do you remember the last time we formed book clubs in first grade? We were reading fictions books about all of our favorite characters like Biscuit and Elephant and Piggie. Well today we are going to form books clubs with nonfiction books.

Teaching: Today I want to teach you that use everything you know about previewing and predicting to make a guess about what each book is mostly about. For each book, you can say, 'Are there other books like this one? Are there other books that fit with this one? Are there other books on the same topic?' Look at this nonfiction book. Are there any other books like this one in my group of books? Are there any other books about this topic?

Active Engagement: Here is another nonfiction book as well as a group of nonfiction books. Turn and tell your partner "Are there any other books like this one in my group of books? Are there any other books about this topic?" Good! I heard....

Link: So today when you meet the friends in your book club, I would like you to ask and answer some of these questions before you begin reading some of the interesting books.

Session 2

Connection: Did you notice that I brought out the charts from when we were reading nonfiction earlier this year? I thought they would be really helpful while we are in our nonfiction reading clubs. Like this one here that says nonfiction readers "figure out how the book is organized". That is really helpful in learning all I can from a nonfiction book.

Teaching: Readers, today I want to remind you that you already know many strategies to use when reading nonfiction books. You can use the charts in our classroom as a reminder of all the reading work you already know how to do. Any time you pick up a book, before you even start reading, always think, 'What kind of text is this? What strategies do I know for reading this kind of text?' Watch how I do this. (demonstrate using the charts to remind yourself how to be a good nonfiction reader by using a nonfiction book).

Active Engagement: Now it's your turn to try using the strategies from our old charts. Take a look at this page from the book on the screen (pick a page from a nonfiction book that has good features of nonfiction-Sharks from the writing units of study would be great). Take a minute to study the charts and the book and think about what you

already know that would help you read this text? We are going to sit quietly and do this for a few minutes until you hear the signal. Then you can talk about what you are thinking with your partner.

Link: So, when you are reading today remember to use all that you know to read nonfiction and learn as much as you can from your books. Then, when you are talking with your clubs you can teach them what you learned from your reading.

Session 3

Connection: Yesterday we used all the strategies we already knew about reading nonfiction. We know that nonfiction books should be read aloud like an expert.

Teaching: Readers, today I want to teach you that nonfiction readers don't just *read* with explaining voices; nonfiction readers also *talk* about the text with explaining voices. Readers can practice explaining the text to themselves as they go along, using their own words. Then you can explain the text to your club members when it's time to talk. Remember the book _____. As I was reading this page, I was thinking _____. So I might say _____ to the members of my book club.

Active Engagement: I am going to read you the next page of the book. While I read, be thinking about how you can explain the page to your partner. Turn and use your explaining voice to tell your partner about the page I just read.

Link: So today after you read some of the nonfiction books to yourself, you will meet in your book club and talk about what you read using your awesome explaining voice!

Session 4

Connection: Last night I was reading an article about _____ in the newspaper (or online). It was really interesting and I thought I need to tell _____ about this. I went to find him and started explaining what I had learned in the article but I kept getting mixed up and I wasn't making sense. I realized that maybe I hadn't really understood the article as well as I thought I did. Readers, I'm sure this has happened to (no? It will someday do listen up!)

Teaching: Today I want to teach you that no matter what kind of book you are reading, you should always be able to make sense of the text. If you are having trouble explaining the text to yourself or to your partner in your own words, that's a sign that it's time to go back to the last place where things were making sense and reread, paying closer attention to what the book is mostly about.

So last night, I went back to my article and reread it from the second paragraph. I paid very close attention to the headings in the article and I noticed that there were questions and answers clearly marked in the article. Then I read it one more time just to be sure that I really understood what I was reading. **THEN** I went back to

_____ and tried again. This time I was able to tell him what I read **AND** we were able to have a really great conversation about the article. I was sure that I had understood everything I read. I could have just let it go when I realized that I was all mixed up and it didn't make sense but NO...I took the time to read it once so I decided that it was a waste of my time unless I really understood what I was reading. How could I learn from my article unless I really understood what I was reading?

Active Engagement: Let's practice this work of rereading a part of a book to understand it better. Take a look at this page from _____ (choose a nonfiction book that you have read before). Turn and talk to your partner tell each other what this page is all about. (allow a few minutes to do this). Now, let's reread the page together. Before we do, is there anything on this page that you think we should pay close attention to? (notice things like comparisons, headings, and other structural features). Now, let's read it together. Turn and talk to your partner about the things you learned on this page. Pay special attention to the things that you learned after reading it again.

Link: Readers, when we read something it ALWAYS has to make sense. The writer wrote it for us so that we would understand it. If you realize that something is not making sense while you are reading it or when you are talking about it with a partner or your book club then don't be ok with that! Go back and reread it! Keep rereading until you can explain what you are reading to yourself or a partner. If you don't then you are just looking at words...and that is not reading.

Session 5

Connection: Yesterday we were reminded that we don't just need to read a nonfiction book, we need to make sure it makes sense.

Teaching: Today I want to teach you that one way a book can make more sense is to get ready to read by taking a tour of all the pages in the book, from cover to cover, to see what kind of text structures the book contains. If we look on my chart, we see that first grade nonfiction book pages sometime look like all about pages where each section tell another thing about the topic. Or they might look like how to pages with step one, two, etc. Some authors make pages that show all the different categories of their topic, like all the different types of apples. Or some authors even think of the questions their readers might have and writing the questions and answers right in their book.

Active Engagement: In a few minutes I am going to have your book club gather around your bin of books with a pack of sticky notes. I want you to spend some minutes looking for some of these nonfiction text structures and putting sticky notes on the ones you find. (Hold up a few examples once each group has had a chance to find at least a few.)

Link: Readers today as you go off to read, remember to look first at how your nonfiction book is set up so that you can better understand the information.

Session 6

Connection: We have been working hard to learn as much as we can from the non-fiction books that we are reading. We know when we read a non-fiction book it has to make sense, and we know that there are different ways that an author can organize a non-fiction book page in order to help us, the readers, learn everything we can from that page. (refer to the chart from yesterday). Today we are going to look at how a reader of non-fiction can break apart longer pieces of text into shorter parts which will help them to understand the text just the way the author wanted them to.

Teaching: Today I want to teach you that readers can break longer text apart into manageable sections. As they read they use clues to figure out how to break the text apart. (You will be building an anchor chart as you show examples of each type of section)

- headings and subheadings
- new pages
- paragraphs
- pictures

Readers, it is not enough to just know what each of these sections are called. We have to know what to do with each section. With each section of text, reader stop and think, 'What is this *mostly* about?' So when I look at a heading I have to think "What will this part of the book be teaching about?" When I get to each new page I take a quick glance and think "What will I be learning about on this page." At the end of each paragraph I ask myself "What did I learn in that paragraph...what was it about?" and when I see pictures I stop and study them and ask "What can I learn from this picture...why did the author put it right here in the book?"

Active Engagement: Let's try this work. Look at this page from the book _____ . Take a minute to talk with your partner about the sections you see on this page. Are there headings? Paragraphs? a picture? Great. Now turn to your partner. Look at the heading. Tell your partner what you expect this section to be about based on the heading. (Continue this with the whole page, paragraphs, and pictures)

Link: Readers, you can do this work every time you pick up a non-fiction book. Ask yourself how the author helps you to break up the text into more manageable sections and then stop and think about each of those sections reminding yourself what it is mostly about.

Session 7

Connection: Yesterday we learned that authors use things like paragraphs, new pages, headings to help their readers organize what they are learning.

Teaching: Today we are going to stop in those places and think to hang on to key details in the text. We can ask ourselves:

- Who or what is this mostly about?
- What is happening?
- When or where is this taking place?
- Why is this happening? Why is this important?
- How does this work?

Let's see what this would look like. So after I read this part about _____ I ask myself first "What was this mostly about?" Oh, I know it's about how _____. Then I might ask myself "Where is this taking place?" Oh, it's _____.

Active Engagement: Let's have you try it now. I will read you the paragraph and then you practice with your partner asking yourself and answering some of these questions. When you do this work as you read, you do it in your head and not out loud but right now we want our partners to hear our thinking.

Link: So readers, remember today and everyday when you read you should ask yourself questions about what you read so you can hold onto the important ideas.

Session 8

Connection: We are doing some really deep thinking about our nonfiction books. I've been noticing lots of great work happening in your book clubs. Readers are talking about how the book is teaching them using how-to pages or categories. They are noticing headings and paragraphs and talking about what that section is mostly about. I see readers going back and rereading when things aren't quite making sense. Great work readers!

Teaching: Today I want to teach you that readers don't just read each page or section of their book separately. They gather information across an entire book, thinking, 'How does this page fit with the one before it? Other times, they'll want to pause, section by section, thinking, 'How does this part fit with the one before it?' or 'What are both of these parts talking about? This is a great time for sticky notes or your reader's notebook and write down what you are learning from your book. I don't mean copy all the words from your book...no! That's not helpful. I mean to think about all that you are learning in the text and write down what you learned or want to remember. Then you can start to look for connections between the pages in your book.

As I read this book about _____ I jotted down some sticky notes and the page that I found the information on. See? On this page I learned _____. On page _____ I wanted to remember _____ so I wrote it down. Then I looked over my notes and noticed that by learning _____ on this page it helped me to understand _____ on this page.

Active Engagement: Let's try this. Let's read this page of this book about _____. Ok...tell you partner what this page was about or what you think is important to remember. Great. I heard _____. Now let's read this page. Do the same thing. Tell your partner what this page was about or what you think is important to remember. _____. Great. I heard _____. Did you notice that by understanding _____ on the first page it helped us to learn _____ on the next page? That is how you can stop and think how the book fits together and not just read it page by page.

Link: Readers, you'll want to do this work when you are reading your books. I am giving you your reader's notebooks and some sticky notes. Jot down what you are learning while you are reading! Look for how the pages go together! Share your findings with your book clubs!

Session 9

Connection: Yesterday we learned how important it is to jot down what we are learning in our reading so that we can look for how the book connects together. I saw so many of you writing down your learning and keeping track. This is great because it will help with today's lesson too. Today I want to teach you why it is important to come to your club time ready to talk. One of the most important things that a bookclub does is talk about the books they are reading. If someone comes to the club and isn't ready to talk then it might be easy for the club to get off track, or for the conversation to be a bit boring and fluffy like "this is a shark. This is a nurse shark. I learned about great white sharks. " NO! Your book club talk should teach each other about what you are learning in your reading. You have to be prepared!

Teaching: One of the ways you can share your book with your clubmates is by dramatizing what you see in the pictures or what you imagine in your head as you are reading. (model this with a page from a nonfiction book)

Active Engagement: Now it's your turn to try this. Let's read this page together. Now, close your eyes and imagine what is happening. Share what you see with your partner. Now look at this picture. Take a minute and quietly act it out. Show your partner.

Link: So, readers, now you have a few ways to make sure that you are prepared to share in your book clubs. You can take notes and look for connections across the pages and share that. You can jot down things that you want to remember in your reader's notebooks and share those, and you can act out the pictures or what you are imaging in your head and share that. I can't wait to listen in to your conversations in your books clubs today! Off you go!

Session 10

Connection: Readers, we have been working hard to understand and share what we have learned in our nonfiction books. We have practiced thinking and talking about what the big idea was on pages and in sections of our book. Readers, the word for the big idea on a page or book is called the *main idea*. Well, you can think about the main idea in your books and share that with your clubmates.

Teaching: Today I want to teach you that readers teach their clubmates the main ideas of what they've learned. You can use your hand and your five fingers to help you stay organized. Point to your palm and say the main idea, then point to each finger to give an example to fit with the main idea. Try that with me (do it together). Now watch me do this with this book. I am going to do this the entire book that I have read. (demonstrate by naming a main idea from your book and then citing examples.

Active Engagement: Let's try this together. We have read the book

_____ . One of the main ideas

is _____ . Let's point to our palms and say that main idea.

What is one example from the book that shows this is the main idea. (take suggestions). Great. Point to your finger and name that example. Repeat until you are out of ideas of examples.

Link: You will want to do this work when you are reading your book. It will give you something else to talk to your club about your book! Plus if you can name the main idea and tell examples then you know you are really really understanding your book. You might even draw a hand in your reader's notebook and write down the main idea in the middle and the examples by the fingers.

Session 11

Connection: Readers we have worked so hard in this unit! We have learned how nonfiction books are organized in a way to make sense to the readers, how to stop and think about what we are learning and even say what the main idea of their book is. But we all know that sometimes even great readers like you guys run into a little trouble.

Teaching: Today I want to remind you that clubmates can be a terrific source of support! When you struggle to understand something in your reading, don't be afraid to ask for help. Say, 'In my book, I read...and I don't understand this.' Or 'I read...in my

book. Did any of you see something similar in your book? I thought...but...’ I’m going to pretend that I read this page but didn’t understand it. What could my partner say me or show me that could help me?

Active Engagement: Now you are going to practice helping a partner. Pretend like I am your partner and I just read this page but told you “I don’t understand this.” Turn and tell your partner what you might tell me...Great! I heard...

Link: So readers, remember that you are not alone! It’s ok to say to your book club, “Can you help me understand this?”

Bend II: Nonfiction Clubs Add Their Own Ideas to What They Learn

Session 12

Connection: Since the beginning of the month, each of you has demonstrated just how careful you are as nonfiction readers, You’ve learned to use text structure to make a plan for how to read your books, you’ve learned to break your books up into manageable sections, and to put all the separate pieces of information together and think about the main topics or ideas. You’ve learned to read from cover to cover, making a picture your mind, and how to teach your clubmates what you’ve been learning.

Teaching: Today I want to teach you that expert nonfiction readers do more than just learn information from their books, they also come up with their own ideas about what they are learning. Readers sometimes push themselves to have an idea by thinking, “The idea I’m having...” or “I think” Readers come up with a great idea, jot it on a Post-it, and then read on, looking for parts of the book that fit their idea.” When I was reading this book, I was thinking that sharks are the fiercest predators, so I wrote that main idea down on a sticky note so I wouldn’t forget it. Now I am going to keep reading to see if I find any places in my book that show that sharks are the fiercest predators. Oh look at this page! This part says _____. That fits my idea that sharks are the fiercest predators.

Active Engagement: Now let’s look at the next page to see if you and your partner find any more ideas that fit into my main idea that sharks are the fiercest predators. Oh good! I heard _____.

Link: So readers, remember that one way to keep the main idea in your head is to write it now and then keep looking for parts of your book that show how your main idea is true!

Session 13

Connection: I've been noticing how much note taking and marking up your pages. That's great and a really good habit to get into readers! However, we want to really think about the words we write on our sticky notes. Some of you are just writing "Cool!" or "Amazing!" or one other word to mark the spot. That just isn't enough readers. We need to think deeper to learn more about the topics in our books!

Teaching: Today I want to teach you that nonfiction readers push past "wow" in their book. They respond to the information they learn in books. When something catches their attention, and they have an idea, they explain their thinking by using details from the text. Show the kids a book that you have marked some pages with sticky notes that say things like "Wow!" "So cool!" "or "Amazing!!!!!" Ask them if that was helpful in understanding the book better or for stretching your thinking deeper?

Tell the kids that you want to go beyond the wow factor and explain why you think it is wow. Just like they did when they were writing their opinions. They told what they thought and then they had to say why. When you are reading the reasons come from the details in the text. Model this using one of your marked pages and explain your thinking by using details in the text.

Active Engagement: Would you help me with this page? Let's see if we can go beyond my thinking just "wow" and show examples from the text that support why I would think this is amazing. Choose another page that you marked and have the class cite examples about why that is interesting or amazing.

Link: When you are reading and using sticky notes to mark amazing facts or thoughts you are having in your books push yourself to tell why you think that. Look for examples in the text that you can use. Then you can add this to the growing list of things you can share with your club.

Session 14

Connection: Readers, as I have been listening in on your book club talks I've been noticing that some of you are sharing what you already know about a topic and not what you are learning in your books. Today we are going to zoom in and focus on how we can read our books closely so that we can talk about what is actually in the books.

Teaching: Today I want to teach you that readers don't just think, "What do I personally already know about this topic?" Instead they think, "What is this book actually about?" This book is about _____. I already know a lot about _____ from my reading and just things I've learned along the way. For instance I know _____.

But I want to read this book to see if I can learn anything more. I am going to read keeping an eye out for things that I don't already know and then I will jot that down on my sticky note. Watch...

Active Engagement: Now we are going to read the next page together. First tell your partner what you already know about _____. Now let's read together. While we read keep your eyes open for things that you don't already know. (read together). Now turn to your partners and share the new things that you learned. Don't let yourself say nothing. Push yourself to find something new.

Link: When you are reading today and everyday read your books closely. Learn new things from the books that you are reading and share those new learnings with your club.

Session 15

Connection: We are working so hard in our book clubs to really understand our nonfiction books.

Teaching: Today I want to teach you that another way to really understand our books is to consider the author's purpose in writing the book. We can come up with a theory based on what we know about the book. Authors often write to persuade, to inform, or to entertain." Let's look at this book we have been reading. Why do you think the author wrote it? Just for fun? To make sure we learned what about _____? Why do you think the author wanted us to know that?

Active Engagement: Now let's look back to this nonfiction book we already read. Remember _____ and _____ and _____ about it? Now turn and tell your partner why you think the author write this book? Wow! I heard...

Link: So remember readers to think about why the author wrote the book you are reading to help you understand it even better!

Session 16

Connection: Yesterday we thought about why the author wrote the book that we are reading. We want to understand why they wrote it so that we can learn as much as possible from our reading..especially all those new things! As we read we can also be thinking about what we already knew and find places in the text that shows us "yes! this is exactly what I knew about that!" or we can find places that change our thinking.

Teaching: Today I want to teach you that readers are flexible with their thinking, They read with an open mind, thinking, Yes. This confirms what I knew. They also think, Oh! This is different than what I thought I knew." During club meetings, readers can talk about how their thinking has changed.

There are a couple of ways that thinking might happen while you are reading. Take a look at this chart. (put the Book Clubs have conversations to grow new ideas chart on the doc camera). Look at this first one...(go over the chart)

Active Engagement: What did you notice about these three examples on the chart. Talk to your partner about what you noticed about the thinking and talking that these readers are doing.

Link: I am putting a new table tent on your club tables today. This one has three sides of the chart that we just looked at. Use it to help your thinking...and you talking. Try a few out today. I bet your conversation at your clubs will be better than ever!

Session 17

Connection: I brought a book to show you today (choose a grown up book that you have written notes in or added a ton of sticky notes). This book helped me to learn about _____. As you can see I marked it up a ton! I really wanted to learn all I could about _____ so I jotted down my thinking and things I learned. I studied the pictures, and wrote down things I used to think, but now I think differently.

Teaching: Today I want to teach you that readers embed, or put their thinking about the text right into the text, by making their own picture captions or adding to existing captions, writing theirs on a Post-it or removable tape. Let me show you how I do this sort of work. (Demonstrate on a kid nonfiction book by adding a caption and a thought next to the text.)

Active Engagement: Pick up a pretend sticky note and pencil (show them with your hand and finger). Look at this page in the book. Take a minute to read it with your partner and then “write” a sticky note that tells your new learning, new understandings, captions, or thinking for this page. Who wants to share what their sticky note says?

Link: By now your books are probably full of sticky notes! That’s awesome because we are going to want to remember as much as we can about we are learning. Tomorrow we will start charts in our groups to show what we have learned. Take lots of notes today!

Session 18

Connection: Yesterday I saw so many great thoughts on the sticky notes throughout your book club books.

Teaching: Today I want to teach you that readers often choose a way to organize their information that matches what they’ve read. They look across all the information they have collected as a group and ask themselves “What are the main ideas we’ve learned? What are the categories? What’s the best way to organize all this? You can use writing to organize your ideas and support information.” Readers often use a tool called a chart to take all of those great sticky note thoughts and organize them together. Then we can share this with others so that they might want to read the same books and learn about the same topic. Here is a chart that a book group made about sharks. Notice how they

didn't put every single thing they knew about sharks on the chart. That would be too much information. Also, they didn't write the same idea more than once.

Active Engagement: Look closely at the information on this small section of the chart. What did the writers have to think about before deciding what information should be there? (Lead students to the understanding that the information that is together on the chart must "fit" together in some way.)

Link: So readers, today your book club should begin the work of creating a chart about your topic to share with the class at our celebration in a few days.

Session 19

Connection: We have been doing some deep thinking and hard work with our nonfiction books. You have learned so much during this study about how to read nonfiction and about the topics that we have been studying. You are even making fantastic charts to show what you have learned. You don't want to keep that information to yourself...and you don't have to! Tomorrow we will be teaching each other about what we have learned.

Teaching: You see, readers don't just absorb information-they think about why what they are learning is so important. When something they read seems very important they can take action: They can teach others why their topic is so important and encourage others to read about their topic.

Today is a work day and the groups will need to complete every item on the list in order to be ready to teach tomorrow...

- 1. Finish the chart about their topic. Make sure that it is neat and easy to read,**
- 2. Pick one book each to introduce to others.**
- 3. Practice book introductions.**

CELEBRATION DAY: Today the book clubs will teach other class members about the topic that they have studied this past month. Each group should have a spot in the room to hang their chart along with their basket of books. Each student in the book club should choose one book to introduce to the group that they are teaching. Half the book clubs will teach while the others will choose a club to listen and learn from. The clubs that are presenting will first introduce their books (one per club member) and then have the group they are teaching look over their chart and ask any questions they might have.

Bend 3 Nonfiction Clubs Compare and Contrast Information About Topics (**not including in 2015-2016 school year**)

Session 20

Connection:

Teaching: Today I want to teach you that most nonfiction books only contains bits and pieces of the whole truth about a topic. Every author has to pick and choose what to include and what to leave out-There simple isn't room in one book to include everything! So one thing that readers do is think, 'What's missing from this book?' and 'How is this book the same or different from other books on this topic?'

Active Engagement:

Link:

Session 21

Connection:

Teaching: Today I want to teach you that when readers lay their books side by side, they can name what each chapter or section was *mostly* about to compare it to other books (and sections within other books). They can then begin to notice which books have similar main ideas, and which books contain ne main ideas.

Active Engagement:

Link:

Session 22

Connection:

Teaching: Today I want to teach you that when readers are trying to make sense of a text, it helps to look across their Post-its and ideas, either on the same page or across pages. First, they figure out a way to organize all of their information. ANd then they look at their Post-its, side by side, and ask, 'How are these the same and how are they differents?'

Active Engagement:

Link:

Session 23

Connection:

Teaching: Today I want to teach you that partners can hold each other accountable to the information in the actual text and using evidence from the text by prompting one another with questions like, 'Where does it say that? Is there another example? Prove it!'

Active Engagement:

Link:

Session 24

Connection:

Teaching: Today I want to teach you that readers can also read like writers, comparing and contrasting the styles of different books. They notice and author's choices and thing 'How is the style of this book similar to the style of another book? How is it different? WHY did the author write it this way?'

Active Engagement:

Link:

TO DO LIST:

- Common Nonfiction Text Structure Anchor Chart (all about, how to, categories, question/answer) lesson 6
- Chart - How did the writer make the information manageable to read? heading/subheadings, new pages, paragraphs, pictures lesson 8
- Chart - lesson 7
- Chart - Things to Talk About in Book Club