###### Unit of Study: Readers Can Read about Science Topics to Become Experts: Grade 1

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| Prior to the start of the unit:  * Select mentor texts on a topic that matches the teaching points (for example, a text with headings for the first few teaching points). * Gather texts at a range of text levels that book clubs can read together on an aspect of the class topic. * Although the science topic may not be matter, as is the topic in the unit found in *A Curricular Plan for the Reading Workshop,* read through the unit. The ideas and suggestions in each section provide essential information for teaching your students as readers and scientists. | Day 1 **Science Readers Build Up A**  **Teaching point: “**Readers of nonfiction think about our book in parts. The whole book is about a big, watermelon topic. Today I want to teach you that each section is one smaller seed of that watermelon. One way science readers approach a new section to learn from it, we think, ‘What is the small see of the larger watermelon that this section is about?’ **Mid-workshop teaching point:** “Science readers always push ourselves to understand our reading so well that we are able to explain it to others. One way that we can do this is to say what we’ve read in our own words to make our learning stick. After reading a chunk, we might put the book down and think to ourselves, or say to our partner, ‘What this means is . . .’”  ***Use a mentor text with headings, such as Seahorses.*** | Day 2 **Base of Knowledge on a**  **Teaching point:** “Science readers think and talk about the main ideas in our books. One way readers can prepare to come ready to discuss the information and ideas that we learned is to be thinking about the main ideas in each part of our books. We can say our main idea as a phrase instead of just one word.”  ***Mid-workshop teaching point:*** As readers we can chunk the text using the subheadings or section headings. At the end of each chunk, we can cover the text and say (or write on a Post-it), ‘This part teaches me . . .’ and then, ‘It teaches me by giving examples or evidence such as . . .’” ***Demonstrate with the same mentor text as Day 1.***  ***Anchor chart: Building Conversations with Book Clubs*** | Day 3 **Topic by Reading Deeply**  **Teaching point:** “Science readers build up our background knowledge quickly by starting with the books that feel like easy reads, the ones that can give us a quick and big overview of our topic. As we read, we orient ourselves to a new topic and quickly gain knowledge by skimming and scanning across all of the features of the page – not just text but also the photographs, maps, timelines, diagrams, charts, captions, and sidebars. Reading across the different features, we try to name the big things that we are learning. “  ***Demonstrate with the same mentor text as Day 1.*** |
| **Day 4**  **About this Topic---------**  **In preparation of Lobster Tales, use a demonstration text such as Going Lobstering by Jerry Pallotta. Depending on the text, you may want to read it prior to this lesson or read part of it, so that you are demonstrating with just a portion of the text.**  **Teaching point:** “Scientists think about important information and ask each other questions about the their topic. They ask questions like, ‘Why is that important?’ ‘How is that important to our topic?’ ‘Is that the most important thing in that part/section?’ ‘What does this make me wonder about?’ They also help each other remember the important information by pausing in their reading and retelling the information. They might say, ‘The big thing that I just learned from this chapter is . . . and some of the most fascinating details about this are . . .”***Note: you may want to divide this teaching point into two parts (minilesson and mid-workshop teaching point).*** | Day 5 **-----------------------**  **Teaching point:** “Readers of nonfiction collect and use the words that we learn when teaching and talking about our topic. One way we do this is by putting Post-its on places where we learn new words (and write down what we think we mean), or we can keep a running list. You will want to have these words with you as you are reading and talking with your partners nad clubs.”  ***Anchor chart: Responding to Reading: Thought Prompts***  ***Alternate teaching point:*** *Scientists use different types of texts to gather information about a topic. Use a clip from Eyewitness Video Crustacean or Disney’s Oceans.* | Day 6 **To Lobster Tales!** | Day 7 **Science Readers Compare**  **Teaching point:** “ Readers of nonfiction carry all that we have learned from one book with us as we move to another book. One way that we do this is to look out for what sounds the same and also for what is different when in comes to the information we are learning. Come to your book clubs ready to discuss what is the same and different.” |
| **Day 8**  **And Contrast Different**  **Teaching point:** “ Readers capture our responses to texts on Post-its and bring them for discussion and defense to our reading clubs. Remember, readers, that we defend our responses. One way that we can do this is to point to the page or parts of a text that caused us to respond in the way that we did. You may even need to read that section aloud. Partners should be listening in a way that we think about if the idea matches the evidence.” **Mid-workshop teaching point:** “We help each other further in trying to talk long off of the idea.” (Say more than what is on the sticky note.)  ***Anchor chart: Use Growing Conversations in Book Clubs*** | Day 9Texts on the Same Topic -- **Teaching point:** “As we read, scientists often jot while we are reading to hold our questions and thoughts. One thing that we can do is to write quick jots on the Post-its about questions that occur to us as we read. Thinking about what we already know about the topic, we consider what might make sense and predict/hypothesize about the answers.”  **Mid-workshop teaching point:** Your Post-it might say, ‘I wonder . . . and I’ll bet it’s . . .’ Other readers prefer to read through the whole page/chapter once and then reread it to jot our thinking. Either way, we bring these quick jots to our research partners to talk and think some more about them together.”  ***Anchor chart: Beginning a Hypothesis***  ***Sample chart: Question/Hypothesis*** | Day 10 **We Learn by Asking**  **Teaching point:** “Scientists can think about the information we already know from our experience, our experiments, and our discussions during science workshop and bring that to our reading. Today I want to teach you that sometimes what we *think* we know is different from what we read. Readers, we can notice when something that we think we knew doesn’t agree with what the author is saying, and ask questions about it.”  **Mid-workshop teaching point: “**Scientists return to books we’ve read and learned from. We often think, ‘If the author were to write a few more chapters on this topic, what else would I want to know?’ This can help you generate more ideas that you want to investigate about your topic.” | Day 11 **Questions --------------**  **Teaching point:** “Today I want to teach you about raising important questions while you read. One thing that scientists do to formulate important questions is read and think across a few books. We think about how the information from one text helps us to understand information from another text more deeply, and then we ask a question about what we still want to know. Asking bigger questions leads to bigger ideas to investigate.” ***Anchor chart: Asking Bigger Questions***  ***Mid-workshop teaching point: “****Scientists question when information from two different texts doesn’t add up. One way we do this is we look out for contradictions and wonder about the author’s slant or perspective on a topic. We bring these inquiries to our partnership conversations to spark good talk.”* |
| Day 12 **Teaching point:** Just like during science workshop, we can use reading time to come up with our own inquiry-based questions that we want to explore more deeply in science or writing workshop. Readers can reread parts of the text and think to themselves, ‘What does that make me think? What experiment could I try in class?’ For example, after reading a chunk of text, you might say something like, ‘Hmmm, I learned that some materials float more easily than others. Some materials absorb water, while others sit on top of the water. Then you need to say, ‘What does that make me think? What experiment could I try in class?” You might add, ‘I wonder if I could make a boat with materials that will float? How would I do that? Maybe I could use foil or fabric or paper to test it.’ What you have done is lift a fact from your reading and made a connection with our science topic that we are studying. | Science Workshop | Day 13 **Teaching point:** Readers come well prepared to their clubs. One thing that you can do is to make sure that you have clear ideas that you are bringing to talk about. Oftentimes, readers look across our Post-its for topics that go together, and we then sort within a same topic pile for information that is the same. Readers then first think about if we can find differences among the Post-its. Then, in our clubs, we are ready to explain these differences as well. Mid-workshop teaching point: Science readers can think about our books and the information we know from our experiences, experiments, and discussions during science workshop to help us find what is the same and what is different. | Day 14Teaching point: Researchers question when information from two different texts doesn’t add up. One way to do this is to be on the lookout for contradictions and wonder about the author’s perspective on a topic. We bring these contradictions to our partnership conversations as ways to spark good talk. |