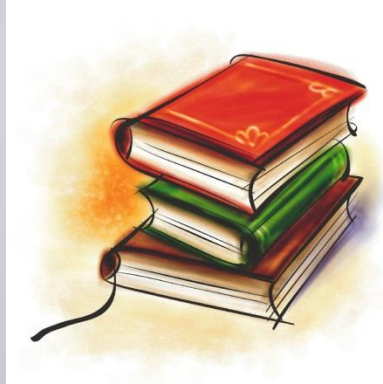


COMPREHENSION CLUBS K-2



ENGLISH LANGUAGE ARTS DEPARTMENT

WHAT IS COMPREHENSION CLUBS?

Comprehension Clubs is a comprehensive program that provides opportunities for discussion, inquiry and independent reading.



COMPONENTS OF COMPREHENSION CLUBS

- Each teacher will receive 5 kits
- Each box is labeled with the grade and title of the unit of study
- Each unit contains 5 read alouds (1 copy of each) and 4 book clubs (10 copies of each)
- Each unit comes with a unit folder which houses the teaching cards for the read alouds and the book club books. Please be mindful that these cards do not align to the Common Core State Standards or Student Learning Objectives you are teaching in each unit.
- Audio streaming for each book club title can be found at

www.comprehensionclubs.scholastic.com

Username: hear Password: books

KINDERGARTEN TITLES BY UNIT

Being a Friend (Unit 1)

Trees and Other Plants (Unit 2)

Feelings (Unit 3)

All Kinds of Jobs (Unit 4)

Telling Tales (Unit 5)

FIRST GRADE TITLES BY UNIT

My family and Me (Unit 1)

It Happened to Me (Unit 2)

Strong and Healthy (Unit 3)

What I Can Do (Unit 4)

Stories with a Moral (Unit 5)

SECOND GRADE TITLES BY UNIT

Animal Watch (Unit 1)

Like No One Else (Unit 2)

Wishes and Promises (Unit 3)

Search and Survive (Unit 4)

It Happened in School (Unit 5)

WEEKLY PLAN

I DO- Teacher teaches a mini-lesson for 10-15 minutes

- Choose a skill from the Model Curriculum/Student Learning Objectives
- Choose a Read Aloud and tie the skill into the read aloud (time spent on read aloud will vary on the length of the text)
- Skills taught can change daily (depends on the depth of the standard)
- Skill can be taught for 1-2 days depending on the skill. Always reinforce the skills through the week to ensure students have internalized it.
- If you are teaching vocabulary do not front load. Teach students how to use context clues throughout the read aloud or book club.



WEEKLY PLAN

We Do- Guided practice where the teacher creates an activity based on the skill being covered during the read aloud. Teacher can have students work as a whole group, small group or with a partner to complete the activity.

- ❑ Teacher has to go over the guided practice activity before students have the opportunity to work on it individually.

You Do- Students are seated in groups and have the opportunity to work independently with the skill that was introduced during the mini-lesson.

- ❑ Students will read independently with an activity to complete after they have read the book club to practice the skill independently.



IMPORTANT

COMPREHENSION CLUBS CAN BE MODIFIED
BASED ON STUDENT ABILITY AND DATA.

“Every student can learn, just not on the same day, or
the same way.”

— George Evans



SUGGESTED OPTION FOR BOOK CLUBS # 1

This approach to the Books Clubs is highly recommended by the Department because some of the book club titles can be difficult to read. Please be mindful that the books are not leveled texts.

- ❑ Teacher creates 3-4 groups .
- ❑ Teacher assigns the book club titles to the students and the rotation will occur on a weekly basis.
- ❑ Each student will have the opportunity to read a different title that is part of the unit.
- ❑ Group 1 will read the book club independently focusing on the skill taught and an activity provided for them after they finish reading.
- ❑ Group 2 will read the book with the teacher and the teacher will guide the students while reading, engaging in a discussion and completing the activity.
- ❑ Group 3 will read the text using the audio. Students will listen to the audio and follow the print on the pages as they are listening to the text being read. Students can listen to the text several times if necessary. Students will have to complete activity based on the skill introduced.
- ❑ Group 4 will receive leveled readers. Teacher can use decodable books or leveled readers from a guided reading collection.
- ❑ Goal here is to rotate the groups, have students focusing on the same skill using different texts, and the teacher having the opportunity to visit with each group throughout the academic week. Activities can be differentiated within the group or groups.

SUGGESTED OPTION FOR BOOK CLUBS # 2

- Teacher creates 2-3 groups in order to better manage the book club.
- Teacher assigns the book club titles to the students and the rotation will occur on a weekly basis.
- Each student will have the opportunity to read a different title that is part of the unit.
- Group 1 will read the book club independently focusing on the skill taught and an activity provided for them after they finish reading.
- Group 2 will read the book with the teacher and the teacher will guide the students while reading, engaging in a discussion and completing the activity.
- Group 3 will read the text using the audio. Students will listen to the audio and follow the print on the pages as they are listening to the text being read. Students can listen to the text several times if necessary. Students will have to complete activity based on the skill introduced.
- Teacher will have the opportunity to meet with every group throughout the academic week.

SUGGESTED OPTIONS FOR BOOK CLUBS # 3

- Teacher puts students in groups of four. Each student has the book club to read independently.
- Teacher will decide the titles for each student and the rotation will occur on a weekly basis.
- Each student would have the opportunity to read every single book that is part of the unit.
- When students read the book club they are focusing on the skill that has been introduced to them during independent reading and specific questions that the teacher assigns.
- Teacher is facilitating the classroom and asking students higher level thinking questions pertaining to the text.

DAY 1

- ❑ Teacher introduces the skill- I DO (read the entire text)
- ❑ Teacher provides guided practice for students to work on- We Do
- ❑ Students are asked to go into their groups. (depends on the length of the read aloud)
- ❑ Teacher assigns the books to the students or teacher can ask the students to choose their own title based on interest.
- ❑ Students are asked to focus on the skill while reading. You Do

Note to Teacher:

- A method for choosing books must be established.
- Routine and norms have to be established
- Utilize a Reader's Writer's Notebook for students to respond to specific questions provided to them by the teacher.
- Reading Log-optional

****If time allows teacher can meet with a group****

DAY 2

After the completion of the I Do, We Do students will be sent to their designated book clubs.

Teacher will read specific pages of read aloud to focus on the skill.

Note to Teacher:

- Send students to Book Clubs with 1 or 2 focus questions that relate to the skill or an activity based on the skill. Be creative. Provide opportunities for students to engage in deep meaningful discussions about the text (socializing intelligence).
- Example: If you are teaching retell in your I Do, We Do, send the students to the book clubs with a graphic organizer that asks students to retell the story, provide students with retell questions specific to the text that they can respond to in their reader's writer's notebook, or give students questions to ask each other about the text to engage in discussion focusing on the retell skill.
- Provide students with Accountable Talk stems if necessary.

****Teacher will meet with a group****

DAY 3

After the completion of the I Do, We Do students will be sent to their designated book clubs. Teacher will read specific pages of the read aloud to focus on the skill.

Note to Teacher:

- Send students to Book Clubs with 1 or 2 focus questions that relate to the skill or an activity based on the skill. Be creative. Provide opportunities for students to engage in deep meaningful discussions about the text (socializing intelligence).
- Example: If you are teaching main idea in your I Do, We Do, send the students to the book clubs with a graphic organizer that asks students to identify the main idea, provide students with main idea questions specific to the text that they can respond to in their reader's writer's notebook, or give students questions to ask each other about the text to engage in discussion focusing on the main idea skill.
- Provide students with Accountable Talk stems if necessary.

****Teacher will meet with a group****

DAY 4

After the completion of the I Do, We Do students will be sent to their designated book clubs.
Teacher will read specific pages of the read aloud to focus on the skill.

Note to Teacher:

- Send students to Book Clubs with 1 or 2 focus questions that relate to the skill or an activity based on the skill. Be creative. Provide opportunities for students to engage in deep meaningful discussions about the text (socializing intelligence).
- Example: If you are teaching sequence in your I Do, We Do, send the students to the book clubs with a graphic organizer that asks students to complete a story map or allow students to discuss within their groups the story in sequential order.
- Provide students with Accountable Talk stems if necessary.

****Teacher will meet with a group****

DAY 5

- Repeat the pattern or routine and teacher will decide which group to meet with if necessary.
- Teacher can create a skills assessment based on the individual titles students are reading. Highly recommended to develop a mini assessment on the individual titles and assessing specific skills.
- Collect all the titles and repeat the routine for the book clubs the following week having a different group read a different title.
- Please be mindful for those students who are frustrated or showing difficulty reading the book club titles provide them with leveled readers.
- Also activities, questions and assessments can be differentiated based on student needs.
- This program requires preparation in advance, engagement, discussion and a routine in place.
- Once you try Comprehension Clubs you will see that your students will love the that they are becoming independent READERS!!!

READING

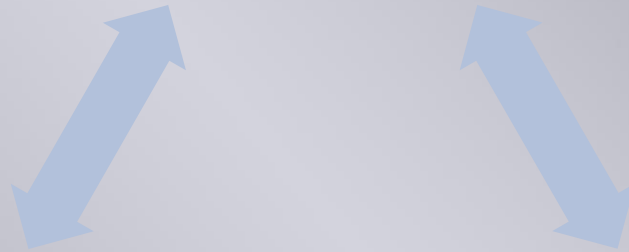
Read to get the gist

Read for significant moments

Read for interpretation

Read for author's purpose

Reading



Communication

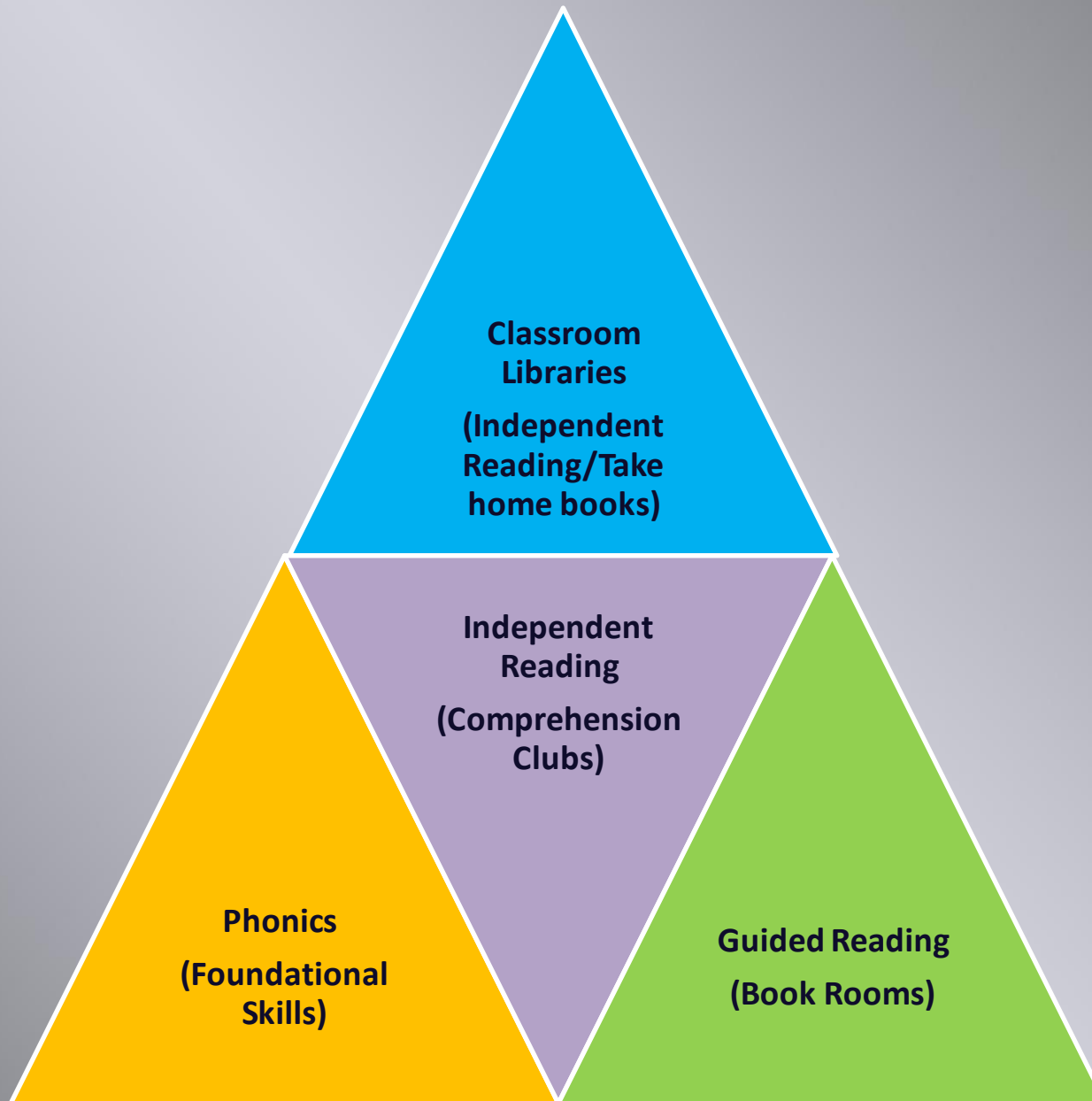


Writing

SUGGESTED STRATEGIES FOR NON-READERS

- ❑ Have students use the illustrations to discuss a specific skill.
- ❑ Make connections from SRA phonics. Have students identify sight words, find sound spelling patterns, etc.
- ❑ Use post it notes to mark specific details in a text.
- ❑ Apply grammar skills: find capital letters, parts of a speech, and punctuation
- ❑ Use leveled readers from a guided reading collection or the decodable books from SRA.

REMEMBER COMPREHENSION CLUBS DO NOT SUBSTITUTE GUIDED READING. GUIDED READING SHOULD ALTERNATE WITH WRITER'S WORKSHOP.



**Classroom
Libraries**
**(Independent
Reading/Take
home books)**

**Independent
Reading**
**(Comprehension
Clubs)**

Phonics
**(Foundational
Skills)**

Guided Reading
(Book Rooms)

PREPARATION

- ❑ Team Planning
- ❑ Themes or books assigned to teachers (share activities, assessments and materials)
 - ❑ Assessments- should mirror the NJDOE Model Curriculum Unit Assessments (Optional)
 - ❑ Activities- can be differentiated to meet the needs of all learners
 - ❑ Questions- can be differentiated (Blooms Taxonomy) to meet the needs of all learners
 - ❑ Demonstration of Learning
 - ❑ Homework



Dr. Seuss, *Oh, The Places You'll Go!*

“You have brains in your head.
You have feet in your shoes.
You can steer yourself any direction you
choose.”

