



Second Grade

The Strategies of The Book Club Game And Extension Activities, Aligned with The Reading/Language Arts Framework For California Schools.

Here is a complete outline of how the strategies of The Book Club Game and The Book Club Game Extension Activity Booklet are aligned with the California Reading/Language Arts Framework for second grade. If you would like to see an outline of any other grade level please send an email request to framework@readingsolutions.net.

Vocabulary and Concept Development:

1.7 Understand and explain common antonyms and synonyms.

1.8 Use knowledge of individual words in unknown compound words to predict their meaning.

1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)

1.10 Identify simple multiple meaning words.

The vocabulary cards provide the children an opportunity to search for common antonyms and synonyms, compound words, words with simple prefixes and suffixes (over, un, -ing, -ly), and simple multiple-meaning words. The students get practice with the words in context, isolated, and in new context. Unknown compound words may be given to teach the concept before the search. Here students may see how breaking them down will help them with meaning. Sorting already obtained vocabulary words is done by sorting the categories using word walls, rings, library pockets glued on to cardstock, or in a vocabulary section of their Reading Response Book.

2.0 Reading Comprehension:

Students read and understand grade-level appropriate material. They draw upon a variety of comprehension strategies as need (e.g., generating and responding to essential questions, making predictions, comparing information from several sources. The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight illustrates the quality and complexity of the materials to be read by the students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, online information). In grade one, children begin to make progress towards this goal.

Students read and are read to books reflecting the complexity and quality of the state recommendations. Any book read can precede the play. They are expose to many off the same titles and authors the state recommends through the green cards and book lists. Students engage generating and responding to questions with the yellow cards, they make predictions by using the text and pictures on the prediction cards, and they constantly compare information from several sources throughout the game in answering many of the yellow cards. In responding to stories read with the writing connection, students use both narrative and expository text as well as the Internet to research topics of inquiry stimulated by stories read. They also may research authors, dress up like them and tell about their lives and what inspired them to write in the Writing Connection section of The Book Club Game Extension Activity Booklet.



Structural Features of Informational Materials:

2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.

Students have the opportunity to use titles, tables of contents and chapter headings of expository text through The Book Club Game Extension activity Booklet: Writing Connection: Here Teachers can provide such books in answer to children's choices of research and inquiry based on the narrative book they have read for the game. For example following the book Dirty Harry teachers can let the children seek information of dogs of their choice and write reports to be shared. Choices of both narrative and expository books can reflect the content areas being studied. Such expository text can be about the authors of stories read.

Comprehension and Analysis of Grade-Level-Appropriate Text:

2.2 State the purpose in reading (i.e., tell what information is sought).

Readers decide look to see if their predictions are accurate as they read the narrative selections. Yellow cards can be chosen by students before reading in order to set purpose for reading as they focus on finding the answers. Students can chose expository selections according to their own stated purposes of research.

2.3 Use the author's purpose(s) to comprehend informational text.

Students have practice with using the author's purpose in comprehending informational text as they use expository text to research topics. Students also understand the author's purpose through the yellow cards labeled T for theme.

2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).

The yellow comprehension cards provide ample practice with the clarifying questions beginning with why, what if and how. Students are given practice with having the questions posed (models for their own generated questions) to them as well as generating their own questions through the yellow card directions and blank cards provided. These yellow cards are labeled COMP in the lower left hand corner. COMP stands for the comprehension level of Bloom's Taxonomy. Throughout the game students respond to these types of questions on the yellow cards. For example Card # 4 says: How does a place in the story change? Blank cards are provided for teachers to write their own questions using why, what if and how questions that is specific to the story. The generated questions on the yellow cards do turn out to be specific to the story as well.

2.5 Restate facts and details in the text to clarify and organize ideas.

Students restate facts and details in the text to clarify and organize their ideas as they draw the details of the events on to the game board. They discuss this before, during and after drawing. They also restate facts and details through the questions they answer and generate throughout the game using the yellow cards. When they respond to the green cards they also restate ideas to infer the titles.

2.6 Recognize cause -and- effect relationships.

Question cards # s 12, 20, and 49 deal with cause and effect. They provide practice with the concept as well as a model for the teacher and students to write their own specific cause and effect questions on the blank cards provided.

These questions are labeled ANA (analysis level of Bloom's Taxonomy) A definition of the Bloom's levels is given with the game to aid the teacher or parent in providing specific questions from all the levels.



Students can learn to use this guide as well. An example is question # 49: Change one thing about the story and tell how it would change the ending. This is also a SYN card (from the synthesis level of creating something new)

2.8 Follow two- step written directions.

Each green card gives a one step direction telling the player how to move on the game board within the context of a hint to a quality book. The second step is to infer the story the hint gives. Blank cards are provided for the teacher to write her two- step direction clues to stories read in the class that are not found on the green list. In addition some of the yellow "fun" cards provide two step directions as well, Card# 19 reads: Pick up one chip from the middle and take your turn on the next green coil. The game inherently provides practice with following written directions.

3.0 Literary Response and Analysis- Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot setting, characters) The selections in Recommended Readings in Literature; Kindergarten Through Grade Eight illustrate the quality and complexity of the materials to be read by the students:

The Book Club Game can be played after reading any book on this list. A list of recommended books are an integral part of the game and provide a resource for players of the quality of books described in the state's recommended list. Many of the titles and authors are found on both lists. Players of the game are exposed to and motivated to read these titles as they land on the coil spots (green cards) of the game. Character, theme, plot, and setting are focused on throughout the game on both the game board and through the yellow comprehension cards. These yellow cards are labeled with each of these elements to provide for meta-cognition or awareness of these elements. Blank cards are provided for both the teachers and students to generate their own questions as well as their own coil (green cards) for any books they read not already on the list.

3.1 Compare and contrast plots, settings, and characters presented by different authors.

Students are asked on many cards to compare plots, settings and characters with those in other books as well as with the characters, plots and settings of their own lives. For example Card #38 says Tell how a character is like someone you know in your life or from another story. Card # 46 says: Tell how this story is like another story or movie you know. Teachers and students specific questions can do this with the stories they have read.

3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of the alternatives.

Yellow card # 36 provides practice with this.

3.3 Compare and contrast different versions of the same story that reflect different cultures.

Teachers can use these different books to play the Book Club Game with. Game boards can be used to compare the different stories. Student groups may illustrate boards with each story and compare and contrast. Black and white reproducible boards can be used as well as the original or oversized Book Club Story Boards.

Playing the game will further illuminate the differences and similarities of each story. A book list and green cards for the game that consists of different versions of well-known tales can be created with the materials in The Book Club Game Extension Activity Booklet.



3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

The books in poetic form can be used to identify rhyme, rhythm and alliteration. Some of these already on the list are *Cat in the Hat* and *Pierre*. The teacher and/or students can generate specific questions on the blank cards provided about the use of rhyme, rhythm and alliteration. A book list and green cards for the game of stories with rhyme, rhythm and alliteration can be created.

Written and Oral Language Conventions:

Students write and speak with a command of Standard English conventions appropriate to this grade level.

Through the speaking (answering and generating oral questions and retelling the story, grand conversation) and writing activities (generated written cards, writing extensions) students are given ample experiences and significant teaching moments to teach and reinforce speaking and writing. The yellow cards provide focus generating purposeful thought as well as eliciting personal experience. Speaking and writing are facilitated as relevant and motivating activities.

1.1 Distinguish between complete and incomplete sentences:

The Book Club Game provides an optimum setting (being a motivating game where children are constantly speaking) to both teach and reinforce the use complete coherent sentences. The game is based on oral communication as the players answer orally questions about the text and share their own life experiences related to the text. Here the teacher can play and model using complete sentence answers while guiding and reinforcing the students to do the same.

Opportunities to write in complete, coherent sentences occur when players write their predictions, when they respond in their Reading Response Book and when they create their own stories, both narrative and expository, based on the story read in *The Book Club Game Extension Activity Booklet*. Complete and incomplete sentences isolated and in context can be modeled by the teacher for students to distinguish.

Listening and Speaking:

1.0 Listening and Speaking Strategies

In playing the game students must speak in a manner that guides the listener to understand important ideas in order to communicate their answers and life experiences that relate to each story while answering the deep thinking questions on the yellow cards. The players will be able to spend chips for giving different answers for each player's question by either giving a completely new answer or by adding on to a given answer. Development of critical listening is an integral part of the game. The players must also listen to clues given about books to infer and orally respond with their titles to spend a chip. In both activities listening and responding to oral communication is heightened in a most motivating and efficient manner.



Comprehension:

1.1 Determine the purpose or purposes of listening (e.g., to obtain information, solve problems, for enjoyment).

The players must listen at all times in this game with an established and labeled set of purposes. Every question turn of one player is a question that can be answered by all the players. All players must listen to the card being read very attentively. Then the players must listen very attentively to the answer given as each player can spend chips by giving a different answer than the other players by either adding to a given answer or giving a completely new answer. Listening purposes are taught and reinforced throughout the game. Many of the book titles are best as read- aloud-establishing practice of listening for the purpose of enjoyment, information, and insights into ways to solve problems.

1.2 Ask for clarification and explanation of stories and ideas.

Throughout the game players are encouraged to ask for clarification and understanding through the grand conversation the game provides. Players ask each other to clarify to understand their answers and what they are based on. Some yellow cards ask students to express what they wonder about in the story. Others may respond to their questions. The process of the game is a model of how questioning, specific focus and conversation about ideas and stories can clarify and explain. The players internalize this model.

1.3 Paraphrase information that has been shared orally by others.

Students do this as they share in deciding the main events that will appear on the game board in a cooperative effort. Students paraphrase what a classmate gave when they add to an answer given. The students paraphrase stories read out loud as they summarize plots, describe characters, and interpret themes, and imagine and describe settings.

1.4 Give and follow three-and four-step oral directions.

The entire game is made up of three and four-step oral directions that the players learn to follow and remember with much motivation. The rules of play allow the student the opportunity to practice and learn giving, restating and following three and four –step oral directions. The game has multiple things going on at each person’s turn where all players are involved in the play. They need to remember the many directions and apply them. Students need to politely give the other players the directions in order to ensure fair play.

Organization and Delivery of Oral Communication:

1.5 Organize presentations to maintain a clear focus.

Books read serve as models for the skill of maintaining focus. Students are afforded the opportunities to present their versions of stories, research topics stimulated by books read, and their life experiences as related to the books read. The yellow cards provide focus as do story frames as described in the Writing Connection.

1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).

Students are given a maximum setting to establish confident, clear, age appropriate speaking through the comfortable climate of the informal discussions the game offers. In addition, students practice speaking when presenting their own stories and information based on the stories read. Read Alouds offer modeling of clear, evenly paced speaking for students to emulate.



1.7 Recount experiences in a logical sequence.

Students recount their experiences in a logical order each time they answer a * question on the yellow cards. Each question that is * is about their life experiences, usually of the week at hand, as it is related to the story read.

1.8 Retell stories, including characters, setting and plots.

The students are engaged in retelling the story read on the game board and through the yellow cards. The yellow cards focus through the plot, characters and setting and are marked in the lower corner with S for setting, C for characters, and P for plot as well as T for theme. Students are retelling the story and parts of the story throughout the game focused on these elements.

1.9 Report on a topic with supportive facts and detail.

Students report on topics as stimulated by they book read. In the Writing Connection part of The Book Club Game Extension Activity Booklet students are guided by questions generated by them, classmates and the teacher in finding facts and details. They report orally to class about their topic. Reports on authors allow for the students to dress up like the author. Puppets can be made to portray important people and their biographies. Students can report through their puppets.

2.0 Speaking Applications (Genres and their Characteristics). Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Students take turns delivering brief oral presentations about their experiences and interests as asked by the second question on the yellow comprehension cards as they relate to the first question about the story. For example on question card #24 they can answer: Tell four facts about one of the character...Tell four facts about yourself...you can tell what you like to do, where you like to go... On yellow card # 48, Who are your friends and what do you like to do together? On card #31: Tell about a part of another book, movie or your life that this story is like.

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0. Students:

2.1 Recount experiences or present stories.

- a. Move through a logical sequence of events.
- b. Describe story elements (e.g., characters, plots, setting)

Students orally retell their own life experiences as well as the recount the story read for the game from the beginning of the game until the end through a grand conversation employing the story elements of character, plot and setting, and theme.

They also draw the event on sequential order on to the game board itself as they orally tell about the sequential parts to the group.

2.2 Report on a topic with facts and details, drawing from several sources of information.

Students report on topics relating to the book that they used for the game. They draw on many sources of information, magazines, library books, Internet, interviews, newspapers, etc.