

Appendix A

*Suggested Scope and Sequence of Blogging Curriculum and Reading Units of Study*

Schedule based on Reading Units of Study Sessions	Appendix page if applicable
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\*Bolded are the lessons that correspond with the blogging curriculum.

Table 1

*Part One- Scope and Sequence of Blogging Curriculum*

Lesson	Objective(s)	MN State Standard(s)	21st-Century Skill
Day 1	The students will be able to define Blog.		
Day 2	The students will use their username to login to Kidblog.org. The students will compare and contrast blog posts.		Critical Thinking
Day 3	The students will be able to set up their blogger profile. The students will be able to create a “blogger’s contract.”		Collaboration
Day 4	The students will be able to plan their first blog post. The students will be able to introduce themselves as readers to their classmates.		Communication Creativity
Day 5	Students will post on Kidblog.	2.8.8.8 With prompting and support create an individual or shared multimedia work for a specific purpose.	Communication Creativity
Day 6	The students will be able to create rules and expectations for commenting.		Collaboration
Day 7	The students will be able to comment on peer’s blog post.	2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.  2.8.1.1 Participate in	Communication Collaboration

		collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
Day 8	The students will be able to comment on peers comment.	2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.	Communication Collaboration Critical Thinking
		2.8.1.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
Day 9	The students will be able to post on Kidblog.	2.8.8.8 With prompting and support create an individual or shared multimedia work for a specific purpose.	Communication Creativity
		2.8.1.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	
Day 10	The students will receive book series assignment and go over expectations.		Collaboration Communication

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Table 2

*Part Two- Scope and Sequence of Blogging Curriculum*

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Lesson	RUOS Lesson	Objective(s)	MN State Standard	21st-Century Skill	Duration
Lesson 1	Bend 2 Session 6	The students will be able to answer who, what, where, when, why, and how about their book series.	2.1.1.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	Communication Creativity	8-10 minutes
Lesson 2	Bend 1 Session 1	The students will be able to explain patterns in book series through blog post.	2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Critical Thinking Communication Collaboration	8-10 minutes
Lesson 3	Bend 1 Session 2	The students will be able to stretch and challenge book club peers.	2.8.1.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.  2.8.3.3 Ask and answer questions about what a speaker says in	Critical Thinking Collaboration Communication	8-10 minutes

			order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.		
Lesson 4	Bend 1 Session 2 (revisited)	The students will be able to stretch and challenge book club peers.	2.8.1.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	Critical Thinking Communication Collaboration	8-10 minutes
			2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.		
Assessment 1	Weekly Formative Assessment	The students will be able to show understanding of standard 2.1.1.1 and 2.1.7.7.	n/a		10-15 minutes
Lesson 5	Bend 2 Session 7	The students will be able to determine the lesson learned in their series.	2.1.2.2 Recount stories, including folktales and fables from diverse cultures, and determine their central message, lesson,	Critical Thinking Communication Creativity	8-10 minutes

			or moral.		
Lesson 6	Bend 3 Session 14	The students will be able to determine the lesson learned in their series.	2.1.2.2 Recount stories, including folktales and fables from diverse cultures, and determine their central message, lesson, or moral.	Critical Thinking Communication Creativity	8-10 minutes
Assessment 2	Weekly Formative Assessment	The students will be able to show understanding of standard 2.1.2.2	n/a		10-15 minutes
Lesson 7	Bend 2 Session 10	The students will be able to describe how a character acts out of character and why.	2.1.3.3 Describe how characters in a story respond to major events and challenges.	Critical Thinking Communication	8-10 minutes
Lesson 8	Bend 2 Session 11B	The students will be able to stretch and challenge book club peers.	2.1.3.3 Describe how characters in a story respond to major events and challenges.  2.8.1.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.  2.8.3.3 Ask and answer questions about what a	Critical Thinking Communication Collaboration	8-10 minutes

speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.

Assessment 3	Weekly Formative Assessment	The students will be able to show understanding of standard 2.1.3.3.	n/a		10-15 minutes
Lesson 9	Celebration	The students will celebrate the end of the unit!	n/a	Creativity	20-30 minutes

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Appendix B

**Preparation Lesson 1- Teacher Only**

**Objectives-** The teacher will create a class blog for students.

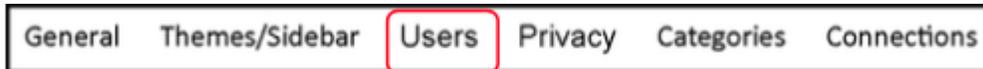
**Procedure-**

Step 1: Go to Kidblog.org and register for your membership.

Step 2: Click *Create a Class*. Name your class and add a description

Step 3: In the Dashboard, you will see your recently created class. Click on *Settings*

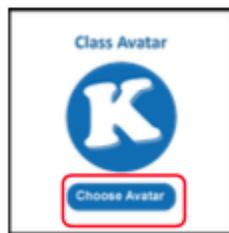
Step 4: Click on the *Users* button



Step 5: Click Create Students · 

Step 6: Add students by name and provide a password. You may bulk download from an Excel document if you so choose.

Step 7: *Optional-* You may change the avatar for class blog by going to *Settings, Choose Avatar*

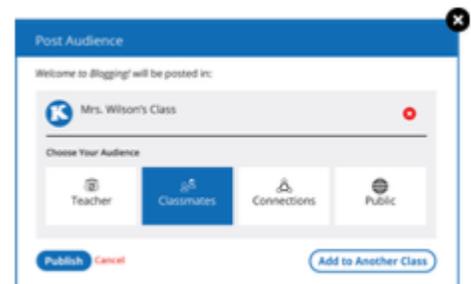


Step 8: *Optional-* You may change the themes and sidebar by going to *Settings, Themes/Sidebars*

Step 9: Check your privacy settings; set as you see fit.

Step 10: Write a post welcoming students to the class blog!

- Go back to the Dashboard
- Click on class blog
- Click on 
- Write welcome post to students; Change the header, the body, and the image if you like.
- When finished click, · 
- Pick the class you want to send the message too
- Click · 



Adapted from: Kidblog.org (2016)

Images from: Technoblog (2016).Retrieved from Kidblog.org

**Week 1- Lesson 1**

**Objectives-**

1. The students will be able to define Blog.

**Duration-** 35 minutes

**Procedures-**

- Step 1: Begin lesson by defining blog and blogger for students.
- Step 2: Show examples of different blogs written by kids.
- Step 3: Explain the different terms on a blogging site/post.



- Step 4: Have students make observations about their noticing on “Exploring Blogs” worksheet.
- Step 5: Give students exploring time.
- Step 6: Come back together as a group and share observations. Write observations on chart paper for future lessons.

**Assessments/check-in-**

- Circle back to lesson objective and have students define a blog in their own words on a post it note or small piece of paper.

**Materials-**

- Digital tool
- Blog Exploring worksheet
- Kid friendly blog examples accessible to students.
  - <https://sisterville.wordpress.com>
  - <http://lifewithhalfaheart.blogspot.co.uk>
  - <https://spottedowlovo.wordpress.com>
  - <https://marabird.wordpress.com>

Adapted from: Kidblog.org (2016)  
 Images from: Technoblog (2016).Retrieved from Kidblog.org



## Week 1- Lesson 2

### Objectives-

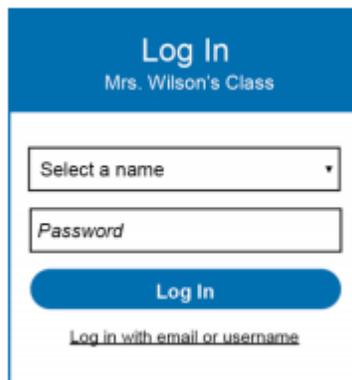
1. The students will use their username to login to Kidblog.org.
2. The students will compare and contrast blog posts.

Duration- 35 minutes

### Procedures-

Step 1: Have students open Kidblog using classroom URL (example: kidblog.org/erickson20)

Step 2: Have students find their name and type in their password.

A screenshot of a login form titled "Log In" for "Mrs. Wilson's Class". The form has a blue header with the title and name. Below the header, there is a dropdown menu labeled "Select a name", a text input field labeled "Password", a blue "Log In" button, and a link that says "Log in with email or username".

Step 3: Once all students are on the Dashboard, explain to students what a Dashboard is and what they are seeing on the Classroom Dashboard.

Step 4: Have the students find teacher's "Welcome" post.

Step 5: Show students the different sections of your "Welcome post" and provide time them to read it.

Step 6: Compare teacher post to observations of kid blogs.

### Assessments/check-in-

- What is one difference and one similarity between my teacher's blog post and the blog I looked at previously?

### Materials-

- Digital tool
- Observations chart from previous lesson
- "Exploring Blogs" worksheets from previous lesson
- Students' passwords

Adapted from: Kidblog.org (2016)

Images from: Technoblog (2016).Retrieved from Kidblog.org

**Week 1- Lesson 3**

**Objectives-**

1. The students will be able to set up their blogger profile.
2. The students will be able to create a “blogger’s contract.”

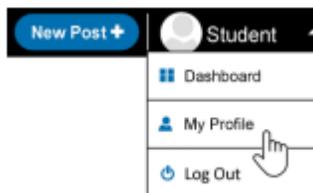
**Duration-** 35 minutes

**Procedures-**

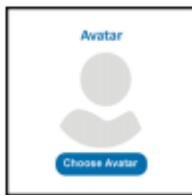
Step 1: Have students show they can log into Kidblog using username and password.

Step 2: Explain to students they will be setting up their blogger profile today.

Step 3: Have students click on their name in the upper right corner, then click on *My Profile*.



Step 4: Have students click on change Avatar; have them select a pre-uploaded picture or they can upload a picture from the camera roll depending on your digital tool.



Step 5: Go back to Dashboard and show students where their Avatar shows up.



Step 6: Explore clicking on classmates Avatar’s to connect to their blog postings.

Step 7: Explain to students that a blog is a community just like the classroom. Review classroom expectations/rules.

Step 8: Pose the question: How can the classroom rules be applied to our classroom blog?

Step 9: Brainstorm together as a class blogging rules and expectations that will be

followed as a community of learners.

Step 10: Finalized rules on chart paper to have students sign and agree to follow.

**Assessments/check-in-**

- Check to make sure all students have appropriate Avatar.
- Have students sign the blogger's contract.

**Materials-**

- Digital tool
- Chart paper for bloggers contract

### Week 1- Lesson 4

#### Objectives-

1. The students will be able to plan their first blog post.
2. The students will be able to introduce themselves as readers to their classmates.

Duration- 35 minutes

#### Procedures-

- Step 1: Explain to the students that they will be planning their first blog post today. Their first blog post will be about themselves as readers.
- Step 2: Pull up the “Reading Introduction Blog Planning” sheet and model how to answer the questions. Brainstorm together some ideas to get students brains thinking!
- Step 3: Provide students with work time on the “Blog Planning” sheet.
- Step 4: Have students share their blog plans with a partner or small group
- Step 5: Come back together as a whole group and discuss with students how to combine their planning sheet into a blog post. It is almost like a letter. Remind them of who their audience is and what the objective is.
- Step 6: Have students write out blogging post in notebook or on back of sheet.

#### Example post:

Hello readers! Welcome to my blog! I love to read all different types of books. It is hard for me to choose just five. My favorite five books right now are The Mouse and The Motorcycle, The Day the Crayons Quit, The Book With No Pictures, and Click, Clack, Moo, Cows That Type. I like to read in my bed. It is comfortable and warm, a perfect place to read. I like to read about dance, animals, mysteries, and magic. I read because it takes me on an adventure!

#### Assessments/check-in-

- Do a fist to five on how students are feeling about posting their first blog post.

#### Materials-

- Digital tool
- “Reading Introduction Blog Planning” sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Reading Introduction Blog Planning Sheet**

My 5 favorite books are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Where do you like to read?

What do you like to read about?

Finish the sentence. I read because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Week 1- Lesson 5**

**Objectives-**

1. Students will post on Kidblog.

**Duration-** 35 minutes

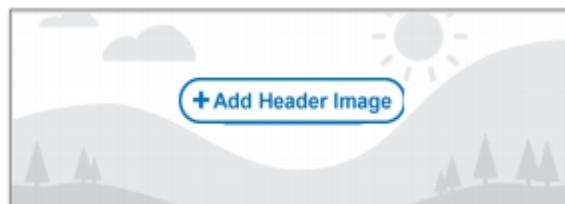
**Procedures-**

Step 1: Have students login to Kidblog.org/(yourclassroomname)



Step 2: Have students click on [New Post +] in the upper right corner.

Step 3: Show students how to create a header image. Click on

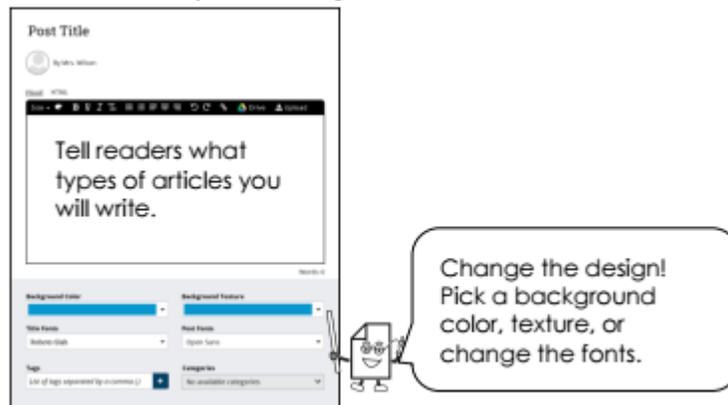


Step 4: Students will select a header image that matches their blog posting.



Step 5: Have students change the title from *Post Title* to “Reading Introduction” or something of theirs or yours choosing.

Step 6: Show students how they can change the font, color, size, etc.



Step 7: Explain to students what you will be looking for in their blog post.

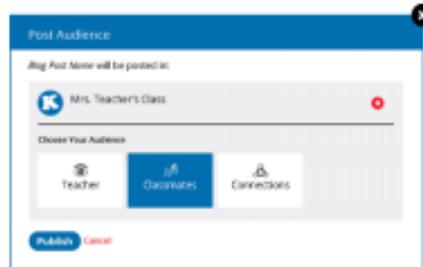
1. They have a header image
2. They have a blog title

3. They changed the font color, size, text, or background.
4. They included all 4 questions from the blogging planning sheet.

Step 8: Click in the *body* to begin typing blog post they wrote in the previous lesson.

Step 9: Click *draft* to save your post.

Step 10: Click *publish*. Select *classmates*. Click *publish*.



Step 11: Allow students to look at postings from their peers, but do not have them comment yet.

### Assessments/check-in-

- Check students blog post using the 4 objectives set out for students during the lesson. These objectives are to insure students practice and use the different creative options when posting.

### Materials-

- Digital tool
- “Reading Introduction Blog Planning Sheet”
- “How to post” instruction sheet for your classroom

### How to Post on Kidblog

Step 1: Login to Kidblog.org/(yourclassroomname)

Step 2: Click on  in the upper right corner.

Step 3: Create a header image. Click on

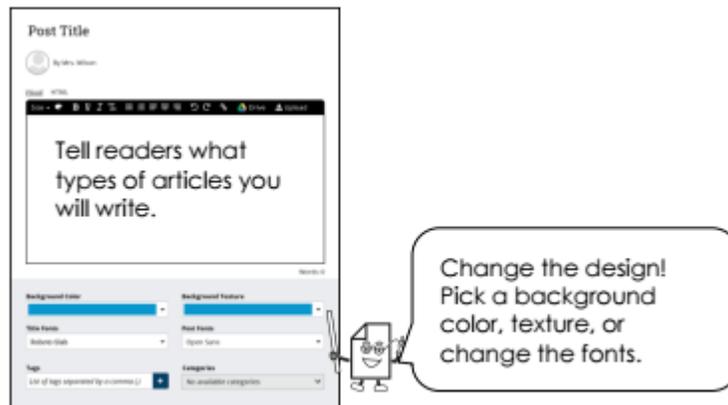


Step 4: Select a header image that matches your blog posting and insert.



Step 5: Change the title from *Post Title*

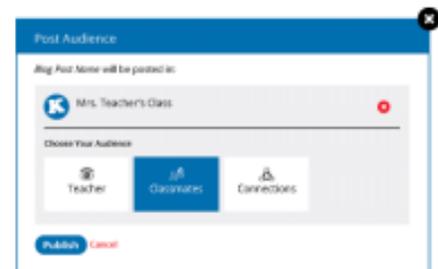
Step 6: Change the font, color, size, etc.



Step 7: Click in the *body* to begin typing blog post.

Step 8: Click *draft* to save your post.

Step 9: Click *publish*. Select *classmates*. Click *publish*.



Adapted from: Kidblog.org (2016)  
 Images from: Technoblog (2016).Retrieved from Kidblog.org

## Week 2- Lesson 6

### Objectives-

1. The students will be able to create rules and expectations for commenting.

Duration- 35 minutes

### Procedures-

- Step 1: Review classroom expectations/rules for blogging students created and signed.
- Step 2: Explain to students what a comment is in terms of blogging. Pull up blogging sites from Week 1 Lesson 1 and show example comments.
- Step 3: Provide example comments to a blog post. Provide a variety of what a blog post should look like and a post that needs support. See examples on next page.
- Step 4: Pose the question: How can the classroom and blogging rules be applied to commenting on each others blogs?
- Step 5: Brainstorm together as a class blogging comment rules and expectations that will be followed as a community of learners.
- Step 6: Finalized rules on chart paper to have students sign and agree to follow.

### Example rules to consider-

1. Stay on topic
2. Use respectful and encouraging language
3. Think before you comment

### Possible lesson additions-

- Brainstorm a list of encouraging statements to give students as sentence starters.

### Assessments/check-in-

- Have students sign the blogger's comment contract.

### Materials-

- Digital tool
- Chart paper for bloggers comment contract

### Blog Comment Examples

Post:

Hello readers! Welcome to my blog! I love to read all different types of books. It is hard for me to choose just five. My favorite five books right now are The Mouse and The Motorcycle, The Day the Crayons Quit, The Book With No Pictures, and Click, Clack, Moo, Cows That Type. I like to read in my bed. It is comfortable and warm, a perfect place to read. I like to read about dance, animals, mysteries, and magic. I read because it takes me on an adventure!

Comment examples:

*Great!*

\*A comment should add to the conversation. This comment doesn't show that the reader has even read the post. Offer encouragement as well as something specific about the post.

***Great! I love to read in bed too. It sometimes makes me sleepy though.***

*The Day the Crayons Quit is boring! Just kidding!*

\* It is easy for a comment to come across as disrespectful even if you say just kidding. Make sure the comment adds to the post and is encouraging.

***The Day the Crayons Quit is a really funny book. I love when the Orange Crayon and Yellow Crayon argue over who is the color of the sun.***

*Have you ever been to Florida?*

\* Asking questions in a comment is great work as a blogger! Make sure the questions are related to the post and encourage the blogger to share more.

***Have you ever read the series Harry Potter? There is lots of magic in those books. I think you would like it!***

## Week 2- Lesson 7

### Objectives-

1. The students will be able to comment on peers blog post.

**Duration-** 35 minutes

**Preparation work:** Before the lesson you may want to partner up students for commenting on a post. This would ensure that all students receive a comment from their peers. Alternative suggestion would to have them comment on your post first and make this lesson into 2 days of instruction. Have students comment on peers post on the 2nd day.

### Procedures-

Step 1: Review classroom expectations/rules for blogging students created and Signed.

Step 2: Go to the Dashboard

Step 3: Have students click on the blog they will be reading under the members column.

Step 4: Show students where they will be commenting after they read their partners

post. At the bottom of the post is a comment box. This is where they will type. They have the same options for changing the font, text, size, color, etc. as blogging.

Step 5: When they have finished typing they will click post.

Step 6: Provide students time to read their partner's post and comment. If they finish early they can read other classmates posts and practice commenting.



### Possible lesson additions-

- Display brainstormed list of encouraging statements to give students as sentence starters.

### Assessments/check-in-

- Read students comments and check for rules and expectations.

### Materials-

- Digital tool

Adapted from: Kidblog.org (2016)

Images from: Technoblog (2016).Retrieved from Kidblog.org

## Week 2- Lesson 8

### Objectives-

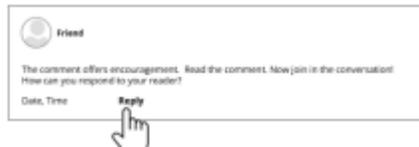
1. The students will be able to comment on peer's comment.

**Duration-** 35 minutes

**Preparation work:** Before the lesson read students' comments. Give teaching feedback to help support this lesson.

### Procedures-

- Step 1: Review comment rules and expectations and explain that these apply when you are commenting back to a classmates comment.
- Step 2: You may go over some examples again depending on how students did in the previous commenting lesson.
- Step 3: Have students click on their own name in the *members* column on blog dashboard.
- Step 4: Have students click on their blog post.
- Step 5: Have students locate comment from peer.
- Step 6: Show students how to comment back to peer by clicking *reply* and when they are finished click *comment* to post.



- Step 7: Provide time for students to read peers comment and practice replying.

### Possible lesson additions-

- Display brainstormed list of encouraging statements to give students as sentence starters.

### Assessments/check-in-

- Read students comments and check for rules and expectations.
- Have students share on a fist to five or a post it note how they felt about their peers comments.

### Materials-

- Digital tool

**Week 2- Lesson 9****Objectives-**

1. The students will be able to post on Kidblog.

**Duration-** 35 minutes

**Procedures-**

- Step 1: Review classroom expectations/rules for blogging students created and signed.
- Step 2: If needed, go back over instructions on how to post a blog post.
- Step 3: Tell students you want them to share with you and their peers what they learned about blogging this week. Encourage students to use blogging terms such as blog, blogger, comment, post, etc.
- Step 4: Have students post on their blog a reflection on learning.
- Step 5: If there is time, have students respond to classmates' posts.

**Possible lesson additions-**

- Brainstorm a list of vocabulary words learned in previous lessons for students to use in their blog post.
- Teacher could publish a post with the question “What are 3 new learnings about blogging you have had this week?” along with instructions of the activity for students. Students would comment on the post versus posting their own feed.

**Assessments/check-in-**

- Check student blogs for understanding about vocabulary and if they are able to post on Kidblog independently.

**Materials-**

- Digital tool
- Blog rules
- Comment rules

### Teacher Preparation-Creating Book Club Blogs

**Procedures:** Create separate blog dashboards in Kidblog for each book club. Setup is similar to earlier preparation lesson.

- Step 1: Got to Kidblog.org and sign in using username and password.
- Step 2: Click *Create a Class*. Do this for each book club. Name your *class* based on series book and add a description (possibly students in the groups names).
- Step 3: In the Dashboard, you will see your recently created classes. Click one of the book clubs and then click on *Settings*.
- Step 4: Click on the *Users* button
- Step 5: Click Create Students
- Step 6: Add students by name. Just the students in that specific book club group.
- Step 7: *Optional-* You may change the avatar for class blog by going to *Settings, General, Choose Avatar*.
- Step 8: *Optional-* You may change the themes and sidebar by going to *Settings, Themes/Sidebars*
- Step 9: Check your privacy settings; set as you see fit.

#### Materials-

- Digital tool
- Series book club groupings

## **Week 2- Introduction Lesson 10**

### **Goals/Objectives-**

1. Students will receive book series and book club group assignment.
2. Students will understand expectations and procedures to using the blog site for book clubs.

**Preparation work:** Reading Units of Study Unit five requires prep work before teaching the unit. Make sure to read over the unit overview to prepare for the Unit. The blogging curriculum guide will coincide with Unit five and will require same preparation work before this lesson.

**Duration-** 8-10 minutes

### **Procedures-**

- Step 1: Give students' their book club series assignment group and book. Explain to students that they will be working with their classmates to dive deeper into their assigned series during this unit. Explain to students that they will be blogging with their book club.
- Step 2: Have students meet with their groups in an assigned part of the classroom.
- Step 3: Have students remind each other of the community blogging and commenting rules they came up with together and discuss how they will uphold these during book club responding time.
- Step 4: Pull up blogging rubric (located in Appendix D) to go over expectations with students. Make sure they understand that you will be looking and expecting them to follow the rubric.
- Step 5: Show students where they will be posting during this unit. Have them log into Kidblog. As a group, have them work together to find their book club dashboard.
- Step 6: Allow students some reading time with their series book(s) to prepare them for the Reading Units of Study lesson tomorrow.

### **Possible lesson additions-**

- You could kick off the unit by using posting in the classroom blog a sneak peak into the unit. Students could read this at a separate time to prepare them for this lesson.
- Based on the Reading Units of Study lessons, you will have your own book club that will support teaching the lessons with the students; this could be a way to introduce them to your book club choice.

### **Materials-**

- Digital tool
- Blogging Rubric
- Students in book series groups
- Series books to pass out to students

Appendix C

**Lesson 1**  
**Corresponds with Session 6**

**Objective(s)-**

1. Students will be able to answer the questions *who, what, where, when, why, and how* using their assigned series book in a blog post.

**Standard(s)-** 2.1.1.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

**Duration-** 8-10 minutes (depending on work time needed)

**Procedures-**

- Step 1: Teach Reading Units of Study (RUOS) Session 6
- Step 2: Prepare students for blogging lesson before sending them off to read independently.
- Step 3: Tell students they will be answering the following questions in a blog post at the end of reading time, so they need to be reading from their assigned series.
- Step 4: Before students begin writing, show them an example post you wrote about the book you read during the mini lesson session 6. Have part of it written and then have the students help you finish it.
- Step 5: Have students blog using this reader response-

Share with your classmates about the book you read from your series today. Answer the following questions:

- Who are the main characters?
- What kind of people are they?
- Where does the story mostly take place? (the setting)
- What was the problem in the book? The solution?

(adapted from Reading Units Of Study, Lucy Calkins, 2015)

Example: Hi everyone, I read Arthur's Lost Tooth today during reading time. In the book the characters are mom, dad, Arthur, DW, Buster, and Francine. Arthur is a good character. He is nice to his sister DW even though she is bossy. Buster is a good friend to Arthur and tries to help him with his problems. This story took place at Arthur's home and school. Arthur is the only person in his class that hasn't lost a tooth and he is really sad about it. Everyone makes fun of him and he doesn't like it. Everything is alright in the end because Arthur loses a tooth while playing with his friends.

- Step 5: If students finish early, they are to read quietly from their book bins or read fellow classmates posts. No commenting yet.

**Optional Suggestions:**

- Post in each book club the reader response question to be answered and students can respond to your post in a comment instead of an individual post.
- Provide an example post for students to read and help support them.
- Give them a sentence starter
- Have reader response blog post questions posted somewhere students can see, print a piece of paper with questions to give to students to focus on during reading time, or post a blog post with assignment for students to follow.

- Have blogging rubric visible for students as well.

**Assessments/check-in-**

- Check to make sure all students responded on classroom blog.
- Read responses to make sure students are on track for finding patterns in their series. Check off that they have posted on the *Student Participation checklist*.
- Use this post as a formative assessment to create small group lessons for students who do not understand objective. For example, if students are not meeting the objective, pull a small group or guided reading group to practice skill. If students are not meeting the blogging rubric this could be another small group to work on responding to the literature in a blog post.

**Materials-**

- Digital tool
- Reading Units of Study (RUOS) Bend 2, Session 6 lesson
- Student participation checklist



**Lesson 2**  
**Corresponds with Session 1**

**Objective(s)-**

1. Students will be able to explain patterns in book series through blog post.

**Standard(s)-** 2.1.7.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**Duration-** 8-10 minutes

**Procedures-**

Step 1: Teach RUOS session 1

Step 2: Prepare students for blogging lesson before sending them off to read independently.

Step 3: Tell students they will be answering the following question in a blog post at the end of reading time, so they need to be reading from their assigned series.

Step 4: Before students begin writing, show them an example post you wrote about the book you read during the mini lesson session 1. Have part of it written and then have the students help you finish it.

Step 5: Have students post reader response (RR) on book club post

*“After spending more time reading your from series what patterns are you beginning to see?  
What can you expect every time you read a book from this series?”*  
(Adapted from Reading Units Of Study, Lucy Calkins, 2015)

**Sentence starters (optional)**

\* When I read \_\_\_\_\_ series I notice \_\_\_\_\_.

\*Some patterns I am seeing in \_\_\_\_\_ series are \_\_\_\_\_.

Example- “Hi team, today I read Arthur’s New Baby. It was really good! I started noticing some patterns between the Arthur books. Some patterns I am seeing in Arthur books are the characters are always the same, DW is usually bossy and mean to Arthur, and Arthur tends to get nervous about something and has to solve his problem by getting over his fears. I wonder if any of you see the same patterns?”

Step 6: When students finish, allow them to go back and look at their peers’ posts in their book club. They may go back and comment on previous lesson post, not the patterns post, that will be happening next session.

**Assessments/check-in-**

- Check to make sure all students responded on classroom blog.
- Read responses to make sure students are on track for finding patterns in their series. Check off that they have posted on the *Student Participation checklist* following the blogging rubric.
- Use this post as a formative assessment to create small group lessons for students who do not understand objective.

**Materials-**

- Digital tool
- Reading Units of Study (RUOS) Bend 1, Session 1 lesson
- Student participation checklist

**Lesson 3**  
**Corresponds with Session 2 (Teach DURING mini lesson)**

**Objective(s)-**

1. Students will be able to stretch and challenge book club peers.

**Standard(s)-**

2.8.1.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.

**Duration-** 8-10 minutes

**Procedures-**

Step 1: Teach RUOS bend 1 session 2. Session 2 is all about expanding conversations with our book clubs. Supplement conversations with comments for blogging.

Step 2: While teaching session 2, pull up blogging example from previous lesson.

Example- “Hi team, today I read Arthur’s New Baby. It was really good! I started noticing some patterns between the Arthur books. Some patterns I am seeing in Arthur books are the characters are always the same, DW is usually bossy and mean to Arthur, and Arthur tends to get nervous about something and has to solve his problem by getting over his fears. I wonder if any of you see the same patterns?”

Step 3: Use RUOS mini lesson session 2 to help students construct an on topic, respectful comment.

- I can add on to what you were saying...
- Another example is...
- I’m confused. What do you mean?
- I see it slightly differently...
- Can you show me an example?
- Can you say more about that?
- Why do you think that is important?

(adapted from Reading Units Of Study, Lucy Calkins, 2015)

Example comment- “Ms. Erickson I can add on to what you were saying! In my Arthur book Arthur Babysits Arthur is nervous about babysitting the Trebble Twins because they are naughty. He gets over his fears by telling them a scary story and they end up liking him. It looks like we have a similar pattern.” -Jonni

Step 4: Have students pull up classmates post about patterns from lesson 2. Provide students time to read classmates posts and respond to at least one teammate.

Step 5: When they are finished, have them move into independent reading time. Only allow 10 minutes at most for students to respond so they do not miss out on reading time.

**Assessments/check-in-**

- Check to make sure all students comment to one classmate's blog post on book club blog.
- Read comments to make sure students are on track for writing respectful and on topic comments as well as challenging their classmates thinking or making connections through comments. Check off that they have commented on the *Student Participation checklist*. Use blogging rubric to help guide you in reading their comments.

**Materials-**

- Digital tool
- Reading Units of Study (RUOS) Bend 1, Session 2 lesson
- Student participation checklist

**Lesson 4**  
**Corresponds with Session 2 (During mini lesson)**

**Objective(s)-**

1. Students will be able to stretch and challenge book club peers.

**Standard(s)-**

2.8.1.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.

**Duration-** 8-10 minutes

**Procedures-**

Step 1: Revisit RUOS bend 1 session 2. Session 2 is all about expanding conversations with our book clubs. Supplement conversations with comments for blogging.

Step 2: Pull up blogging and comment example from previous lesson.

Example- “Hi team, today I read Arthur’s New Baby. It was really good! I started noticing some patterns between the Arthur books. Some patterns I am seeing in Arthur books are the characters are always the same, DW is usually bossy and mean to Arthur, and Arthur tends to get nervous about something and has to solve his problem by getting over his fears. I wonder if any of you see the same patterns?”

Example comment- “Ms. Erickson I can add on to what you were saying! In my Arthur book Arthur Babysits Arthur is nervous about babysitting the Trebble Twins because they are naughty. He gets over his fears by telling them a scary story and they end up liking him. It looks like we have a similar pattern.” -Jonni

Example comment- “Jonni, that is great we are seeing similar patterns! It makes me feel good that we are thinking the same thing. Why do you think it is so important that Arthur gets nervous every book?” -Ms. Erickson

Step 3: Use RUOS mini lesson session 2 to help students construct an on topic, respectful comment to a comment from their peers.

- I can add on to what you were saying...
- Another example is...
- I’m confused. What do you mean?
- I see it slightly differently...
- Can you show me an example?
- Can you say more about that?
- Why do you think that is important?

(adapted from Reading Units Of Study, Lucy Calkins, 2015)

Step 4: Have students pull up classmates comment on their post about patterns from lesson 2 and 3. Provide students time to read classmates comment and comment back to their peers comment.

Step 5: When they are finished, have them move into independent reading time. Only allow 10 minutes at most for students to respond so they do not miss out on reading time.

**Assessments/check-in-**

- Check to make sure all students responded on classroom blog.
- Read comments to make sure students are on track for writing respectful and on topic comments as well as challenging their classmates thinking or making connections through comments. Check off that they have posted on the *Student Participation checklist*.
- Use this post as a formative assessment to create small group lessons for students who do not understand objective.
- Use the Digital Discussion Reflection (Appendix C) to reflect on weekly work.

**Materials-**

- Digital tool
- Reading Units of Study (RUOS) Bend 2, Session 2 lesson
- Student participation checklist

**Assessment 1**  
**Teach after RUOS Session 5**

**Objective(s)-**

1. The students will be able to show understanding of standard 2.1.1.1 and 2.1.7.7.

**Duration-** 10-15 minutes

**Procedures-**

- Step 1: Show students’ rubric for the assessment so they can understand the expectations.
- Step 2: Using a book from the series you have been instructing mini lessons from (Example: Arthur), read the book before/during the time the students are taking the assessment.
- Step 3: Provide time for students to take assessment.

**Optional-**

- You could post the assessment as a question on the classroom blog for students to respond too.
- Instead of having students write their responses, students could record a video in the photo/video option on an iPad with their thinking to the assessment questions and upload it to the blogging website. Click *upload* and then photo library.



**Materials-**

- Digital tool
- Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Book title \_\_\_\_\_

Who is the main character in the story?

What is the setting of the story?

What is the problem in the story? How do you know?

What was the solution to the problem? How do you know?

**Lesson 5**  
**Corresponds with Session 7**

**Objective(s)-**

1. The students will be able to determine the lesson learned in their series.

**Standard(s)-** 2.1.2.2 Recount stories, including folktales and fables from diverse cultures, and determine their central message, lesson, or moral.

**Duration-** 8-10 minutes

**Procedures-**

- Step 1: Teach RUOS bend 2 session 7. When the lesson talks about sorting post it notes students have been keeping about patterns in a series, supplement post it notes with blogging posts.
- Step 2: Pull up your blog posts about the patterns you have been blogging about with your series. Use these during mini lesson
- Step 3: After mini lesson, send students to read independently from their series books. Tell students they are on the lookout for lessons learned or morals in the story in their book series.
- Step 4: At the end of reading time, pull students together to work on their reader response blog post. Pull up example post you created.

*“Why is this important? What was the author trying to teach us?”*  
*“What is the message of the story?”*

(adapted from Reading Units Of Study, Lucy Calkins, 2015)

Example: “Hi Group! Today I read Amelia Bedelia Goes Camping. Just like I predicted based on the patterns, Amelia Bedelia messes up again and the Rodgers get angry. I think the author is trying to teach us that it is ok to mess up. I know this because at the end of the story the Rodgers forgive Amelia Bedelia and they aren’t angry anymore.”

Optional sentence starters

I think the author is trying to teach us \_\_\_\_\_. I know this because \_\_\_\_\_.

The message of the story is \_\_\_\_\_. I know this because \_\_\_\_\_.

Step 5: Provide students will time to post on their book club blog.

Step 6: If they finish early, have them go back and read classmates posts or comments, or read quietly from their book bins.

**Assessments/check-in-**

- Check to make sure all students responded on classroom blog.
- Read responses to make sure students are on track for finding the moral or lesson of the story. Check off that they have posted on the *Student Participation checklist*.

- Use this post as a formative assessment to create small group lessons for students who do not understand objective.

**Materials-**

- Digital tool
- Reading Units of Study (RUOS) Bend 2, Session 7
- Student participation checklist

**Lesson 6**  
**Corresponds with Session 14**

**Objective(s)-**

1. The students will be able to determine the lesson learned in their series.

**Standard(s)-** 2.1.2.2 Recount stories, including folktales and fables from diverse cultures, and determine their central message, lesson, or moral.

**Duration-** 8-10 minutes

**Procedures-** Teach RUOS mini lesson Bend 3 session 14. Send students off to read independently and continue being on the look out for lessons learned in their series books.

Step 1: Pull up example blog post from previous lesson.

Step 2: Have students help write a comment back to this posting.

Example: “Hi Group! Today I read Amelia Bedelia Goes Camping. Just like I predicted based on the patterns, Amelia Bedelia messes up again and the Rodgers get angry. I think the author is trying to teach us that it is ok to mess up. I know this because at the end of the story the Rodgers forgive Amelia Bedelia and they aren’t angry anymore.”

*“Readers, authors write stories that carry more than one theme, idea, or message. With your partner, uncover another idea about these same books.”*

(Adapted from Reading Units Of Study, Lucy Calkins, 2015)

Example Comment: “Ms. Erickson I read Amelia Bedelia Takes the Cake today and I think there is more than one lesson in this series. Even though Amelia Bedelia messes up all the time she never quits trying to help. She never gives up at her job even if the Rodgers gets mad. I think the author is teaching us two lessons.”

Step 3: Have students pull up their book club dashboard.

Step 4: Students will be commenting on a peer's blog post from previous lesson. When they finish they can comment again, or read quietly.

**Assessments/check-in-**

- Check to make sure all students responded on classroom blog.
- Read responses and comments to make sure students are on track for finding the lesson learned in their series. Check off that they have posted on the *Student Participation checklist*.
- Use this post as a formative assessment to create small group lessons for students who do not understand objective.
- Use the Digital Discussion Reflection (Appendix C) to reflect on weekly work.

**Materials-**

- Digital tool
- Reading Units of Study (RUOS) Bend 3, Session 14 lesson
- Student participation checklist

**Assessment 2**  
**After RUOS Session 9**

**Objective(s)-**

1. The students will be able to show understanding of standard 2.1.2.2

**Duration-** 10-15 minutes

**Procedures-**

- Step 1: Show students rubric for the assessment so they can understand the expectations.
- Step 2: Using a book from the series you have been instructing mini lessons from (Example: Arthur), read the book before/during the time the students are taking the assessment.
- Step 3: Provide time for students to take assessment.
- Step 4: When students finish assessment, allow them to go back and read blog posts/comments and allow them to comment more.

**Optional-**

- You could post the assessment as a question on the classroom blog for students to respond too.
- Instead of having students write their responses, students could record a video in the photo/video option on an iPad with their thinking to the assessment questions and upload it to the blogging website. Click *upload* and then photo library.

**Materials-**

- Digital tool
- Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Book title \_\_\_\_\_

What is the lesson or moral in the story? What does the character or you as the reader learn?

Provide text evidence or details that support this lesson or moral.

**Lesson 7**  
**Corresponds with Session 10**

**Objective(s)-**

1. The students will be able to describe how a character acts out of character and why.

**Standard(s)-**2.1.3.3 Describe how characters in a story respond to major events and challenges.

**Duration-** 8-10 minutes

**Procedures-**

Step 1: Teach RUOS Bend 2 Session 10.

Step 2: Teach the mini lesson, during the *teach* section of the lesson provide your example through a blog post. Use the a read aloud series book you have been working on with the class to write your example post.

Example: “2nd graders, when I was reading Come Back Amelia Bedelia something crazy happened. The Rodgers fired her! Normally in this series they always forgive her at the end because she cooks something so yummy, but this time she had to look for a new job. When this big even happened it made me go “WOW” and I stopped and asked myself why did this happen? I think the Rodgers got sick of her messing up all the time. They needed a break from her. Amelia Bedelia was really sad but she went and looked for a new job. She really missed the Rodgers and wanted to go back and you know what at the end they took her back and because they missed her too. I think the author wanted to show us how much the Rodgers care about Amelia Bedelia.”

Step 3: As stated in the lesson, tell students they are on the lookout for breaks in pattern or a moment in the story their character acts “out of character.” and will be writing about it after reading time.

Step 4: After independent reading time have students come together and write their own reader response blog post in their book club discussion board.

**Assessments/check-in-**

- Check to make sure all students responded on classroom blog.
- Read responses to make sure students are on track for finding big events in their series that cause characters to change or act unusual. Check off that they have posted on the *Student Participation checklist*.
- Use this post as a formative assessment to create small group lessons for students who do not understand objective.

**Materials-**

- Digital tool
- Reading Units of Study (RUOS) Bend 2, Session 10 lesson
- Student participation checklist

**Lesson 8**  
**Corresponds with Session 11B**

**Objective(s)-**

1. The students will be able to stretch and challenge book club peers.

**Standard(s)-**

- 2.1.3.3 Describe how characters in a story respond to major events and challenges.
- 2.8.1.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- 2.8.3.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.

**Duration-** 8-10 minutes

**Procedures-**

Step 1: Teach RUOS Bend 2 session 11B

Step 2: Use example post from previous lesson to teach alongside the mini lesson

Example: “2nd graders, when I was reading Come Back Amelia Bedelia something crazy happened. The Rodgers fired her! Normally in this series they always forgive her at the end because she cooks something so yummy, but this time she had to look for a new job. When this big even happened it made me go “WOW” and I stopped and asked myself why did this happen? Amelia Bedelia was really sad but she went and looked for a new job. She really missed the Rodgers and wanted to go back and you know what at the end they took her back and because they missed her too. Why did the author do this?”

Step 3: Discuss with students how to write a comment back to arrive at “big thinking” using the mini lesson language. (Adapted from Reading Units of Study, Lucy Calkins, 2015)

Comment example: “Ms. Erickson, I think the Rodgers got sick of Amelia Bedelia messing up all the time. Maybe they needed a break from her. My big thinking is the author wanted to show us how much the Rodgers care about Amelia Bedelia and need her because they took her back.”

Step 4: Have students comment on a fellow book club peer’s blog post from the previous lesson. If they finish they can comment again or go back and read a past post and add a comment.

**Assessments/check-in-**

- Check to make sure all students comment on peer’s blog post.
- Read responses and comments to make sure students are on track for finding big events and character changes in their series (big thinking). Check off that they have posted on the *Student Participation checklist*.
- Use this post as a formative assessment to create small group lessons for students who do not understand objective.

- Use the Digital Discussion Reflection (Appendix C) to reflect on weekly work.

**Materials-**

- Digital tool
- Reading Units of Study (RUOS) Bend 2, Session 11B lesson
- Student participation checklist

**Assessment 3**  
**After RUOS Session 13**

**Objective(s)-**

1. The students will be able to show understanding of standard 2.1.3.3.

**Duration-** 10-15 minutes

**Procedures-**

- Step 1: Show students' rubric for the assessment so they can understand the expectations.
- Step 2: Using a book from the series you have been instructing mini lessons from (example: Arthur), read the book before/during the time the students are taking the assessment.
- Step 3: Provide time for students to take assessment.

**Optional-**

- You could post the assessment as a question on the classroom blog for students to respond too.
- Instead of having students write their responses, students could record a video in the photo/video option on an iPad with their thinking to the assessment questions and upload it to the blogging website. Click *upload* and then photo library.

**Materials-**

- Digital tool
- Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Book title \_\_\_\_\_

Describe the main character (character traits).

How do you know this?

What major event caused your character to change? What does that tell you about your character?

**Lesson 9**  
**Celebration!**

**Teach after session 13 or the following day.**

**Objective(s)-**

1. The students will celebrate the end of the unit!

**Duration-** 8-10 minutes

**Lesson Preparation:** Create another dashboard with all students in the class! Name it “Book Talks”

**Procedures-**

Step 1: Celebrate the end of Unit Five and the blogging curriculum by doing a blogging book talk.

Step 2: Students will be posting on the new dashboard “Book Talks.”

Step 3: Allow them some “free reign” with creativity when answering these questions:

1. Name your favorite parts of the series.
2. Name your least favorite parts of the series.
3. Share your opinion about the characters or stories.
4. Where there any words in the books that were your favorite?
5. Would you recommend this series? Why or why not?

Step 4: Give student engagement survey.

**Assessments/check-in-**

- Check to make sure all students responded on classroom blog.
- Check off that they have posted on the *Student Participation checklist*.
- Look over engagement survey.

**Materials-**

- Digital tool
- Engagement survey
- Student participation checklist

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Engagement Survey

Blogging was a good way for me to share my ideas and new learning.



I felt that my ideas were listened to and respected by my classmates.



I learned from my classmates' blog posts.



I would like to use blogging again during reading.





Appendix D

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Blog Post Rubric

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Critical Thinking	Student does not contribute to the conversation with complete thoughts.	Student provided responses with some text evidence and shared opinions.	Student justified statements with text evidence, showed their thinking by giving examples, and agreed or disagreed with others and provided reasoning.
Collaboration	Student rarely or never responds to discussions.	Student usually took an active role in discussions by commenting and questioning, and was respectful of others viewpoints.	Student consistently took an active role in discussions by commenting and questioning, and was respectful of others viewpoints.
Creativity	Student used 2 or fewer creative resources on Kidblog and they did not match post topic.	Student used 3 or more creative resources on Kidblog. 1. Title 2. Header picture 3. Changed font (color, size, style, etc.) 4. Changed background	Student used all creative resources on Kidblog and they matched post topic. 1. Title 2. Header picture 3. Changed font (color, size, style, etc.) 4. Changed background
Communication	Student did not pay attention to book club members posts or ask questions and provide respectful responses.	Student asked question and responded to book club members posts.	Student asked questions, gave respectful responses, and paid attention to book club members posts by staying on topic and expanding the conversation.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessment 1 Rubric

Standard	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
<p><b>2.1.1.1</b>  <b>Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</b></p>	<p>Student is unable to provide text evidence to demonstrate key understanding of texts characters, setting, and plot.</p>	<p>Student is able to provide text evidence to demonstrate key understanding of texts characters, setting, and plot.</p>	<p>Student is able to provide text evidence in their own words to show understanding of characters, setting, and plot.</p>
<p><b>2.1.7.7</b>  <b>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</b></p>			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessment 2 Rubric

Standard	Does not Meet Expectations	Meets Expectations	Exceeds Expectations
<b>2.1.2.2 Recount stories, including folktales and fables from diverse cultures, and determine their central message, lesson, or moral.</b>	Student is unable to determine the lesson of text.	Student is able to determine lesson of text.	Student is able to determine lesson of text and provide supportive details.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Assessment 3 Rubric

Standard	Does not Meet Expectations	Meets Expectations	Exceeds expectations
<p><b>2.1.3.3</b>  <b>Describe how characters in a story respond to major events and challenges.</b></p>	<p>Student is unable to describe character actions based on a major event.</p>	<p>Student is able to describe character actions based on a major event.</p>	<p>Student is able to describe character actions based on a major event and provide text evidence in own words.</p>