

# Elementary Reading Curriculum: Units of Study in Reading

## Grade 2

Unit 1: Becoming a Big Kid Reader			
<b>Overview</b>	<p>Students will be able to independently use their learning to:</p> <ul style="list-style-type: none"> <li>• use phonics knowledge (vowel teams, inflected endings, r-controlled vowels, etc.) to independently decode unknown words</li> <li>• apply strategies to reading longer books, such as using a bookmark and tracking story elements, to build comprehension across a longer text</li> <li>• read fluently by reading in phrases, paying attention to punctuation, and making their voice match what is happening in the book</li> <li>• have conversations about what they are reading with partners</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Readers use all they know about phonics to solve words.</li> <li>• Readers can use many different strategies to read fluently.</li> <li>• Readers pay attention to story elements to understand a story.</li> <li>• Readers of series books look for similarities across books in the same series.</li> </ul>		
<b>Unit Learning Bends</b>	<p>Bend I: Reading with Fluency</p>	<p>Across this bend, teachers will help students to become kids who read with Big Kid fluency. Kids will learn that whereas in first grade, fluency usually was the result of rereading to make things smooth, now, as Big Kid Readers, they can learn to read with fluency right from the start. Teachers will focus on reading in phrases and the idea that there are common phrases that become so familiar that kids can read them in a snap. Fluency also involves reading with accuracy, so teachers support fluency also by teaching kids how to tackle longer words. Teachers will teach them that they can cut off the endings such as <i>-ing</i> and <i>-ed</i>. Later in this bend teachers will help readers be more efficient by reading in parts rather than letter by letter. Punctuation plays a role in this bend as well. Teachers will help them notice that authors have left stage direction clues to help them read their writing with expression and intonation. The bend ends with children making a video to show their</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>RF 2.3 RF 2.4 RL 2.1 RL 2.3 RL 2.5 RL 2.6 SL 2.5</p>

		first-grade teachers how they, as Big Kid Readers, are reading.	
	Bend II: Reading Series Books	Across this bend, teachers will help students to study story elements —characters, setting, problem, events, and resolution. They’ll use their emerging understanding of how most stories go to help them retell the whole story. Children will learn that when reading a whole series of books, they get to know the main character almost as well as they get to know their best friend. Just as a friend can say, “Yeah, yeah, she <i>always</i> does that!” or “That’s what he <i>always</i> says,” readers can do the same. Students’ reading will become more inferential as they think about how the characters are feeling and why they might feel that way. In the share of the last session of Bend II, teachers will establish permanent partners and channel kids to shop together for their own mix of series, fiction, and nonfiction books.	
	Bend III: Flexible Word Solving	Across this bend, teachers will help students to apply strategies that will help them become efficient and flexible word solvers. Teachers will focus on vowel teams and later <i>R</i> -controlled vowels, focusing on trying the most common sounds first, switching things around when needed. Finally, teachers will teach kids that once they have word solved a word, they won’t want to do that again, so it helps to study the word, mapping it onto their brains so another time, they see this word and read it in a snap.	
<b>Unit Resources</b>	Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> <li>• <i>Jellyfish; Mysterious Creatures from the Sea</i> by Michèle Dufresne</li> <li>• <i>Emma Every Day: Crazy for Apples</i> by C. L.</li> <li>• <i>Evelyn Del Rey is Moving Away</i> by Meg Medina</li> </ul>		
<b>Lesson Topics Across the Unit</b>	Lesson 1: Big Kid Readers Remember to Do All They’ve Learned Lesson 2: Big Kid Readers Read More and More Lesson 3: Reading Smoothly in Phrases from the Start Lesson 4: Reading Words, Part by Part Lesson 5: Readers Check to Be Sure the Solved Word Makes Sense Lesson 6: Punctuation and Font Help You Read Aloud Well Lesson 7: Reading Aloud Well		

<p>Lesson 8: Story Elements Can Help Readers Understand a Story</p> <p>Lesson 9: Story Elements Help Readers Retell</p> <p>Lesson 10: Learning about the Character</p> <p>Lesson 11: Seeing Patterns across Series Books</p> <p>Lesson 12: Growing Ideas about the Characters</p> <p>Lesson 13: Envisioning</p> <p>Lesson 14: Being Flexible Word Solvers</p> <p>Lesson 15: Some Vowel Teams Make a Whole New Sound</p> <p>Lesson 16: Readers Watch Out for Vowels with <i>R</i></p> <p>Lesson 17: Learning from Words We’ve Solved</p>
---

**Unit 2: Becoming Experts**

<b>Overview</b>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• learn information from nonfiction texts</li> <li>• use text structure to assist in learning from nonfiction texts</li> <li>• determine the meaning of unknown words</li> <li>• grow knowledge across texts on a similar topic</li> <li>• apply nonfiction reading strategies to all types of nonfiction texts</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Readers use a variety of strategies to learn from nonfiction text.</li> <li>• When readers read a second or third book on the same topic, they bring what they have learned with them to add to their knowledge.</li> <li>• Readers understand different nonfiction text structures and types require different strategies.</li> </ul>
-----------------	--

<b>Unit Learning Bends</b>	<p><b>Bend I: Learning from Nonfiction Books</b></p> <p>Across this bend, teachers will help students to read closely. Then, they’ll learn to orient themselves to nonfiction texts, discovering that readers don’t only think, “What will this book probably teach me?” but they also think, “What do I already know about this?” Students will learn strategies for accumulating information so as not to be overwhelmed and get a “brain-ache.” Children will learn to use graphics to connect information—and they’ll ask questions to learn all they can from graphics. They’ll also learn to draw on their growing background knowledge as they read, remembering what they learned from one text as they read another. With help from the table of contents and subheadings within books, they’ll determine subtopics and collect information and key vocabulary connected to those subtopics.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>RI 2.1  RI 2.2  RI 2.3  RI 2.4  RI 2.5  RI 2.7</p>
----------------------------	---	---

	<p>Bend II: Learning from Nonfiction Text Sets</p>	<p>Across this bend, teachers will help students to “snowball” ideas using cross-text synthesis. They’ll take what they learned about a subtopic from one text and read a new book on that topic, picking more information and vocabulary around their initial learning. Teachers will help children learn to notice the types of text structures they’ll encounter in nonfiction books, including cause and effect and sequence. As they become experts in their topics, they’ll prepare for a celebration where they present their new knowledge and ideas to visiting first-graders.</p>	
	<p>Bend III: Reading Nonfiction Texts of All Kinds</p>	<p>Across this bend, teachers will help students to read browsable and how-to texts. Expert readers of browsable books first explore the terrain, getting the lay of the land, then zoom in on parts that are especially interesting or relevant. Children wrestle with how the different parts of a text fit together. They also ask and answer questions and make theories about the information they are learning.</p> <p>Soon, students switch to how-to texts. Students will use cookbooks, written instructions, and video instructions to practice reading procedural texts. They’ll learn to skim the text asking, “What will I need?” then to shift between reading, pausing, and doing as they read along.</p> <p>The celebration at the end of the unit provides an opportunity for students to share their knowledge with family visitors. To prepare, children will select three or four books to highlight, reviewing the books to recall what they’ve learned. Partners will share information from their curated selection of books with classroom visitors.</p>	
<p><b>Unit Resources</b></p>	<p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> <li>• <i>Mae Among the Stars</i> by Roda Ahmed</li> <li>• <i>National Geographic Readers: Planets</i> by Elizabeth Carney</li> <li>• <i>Your Place in the Universe</i> by Jason Chin</li> <li>• <i>Eruption! The Story of Volcanoes</i> by Anita Ganeri</li> <li>• <i>Jellyfish: Mysterious Creatures from the Sea</i> by Michele Dufresne</li> <li>• <i>Giant Pandas 101</i> from National Geographic Wild</li> <li>• <i>Giant Squid</i> by Candace Fleming</li> </ul>		

	<ul style="list-style-type: none"> <li>• <i>Volcanoes</i> by Anita Ganeri</li> <li>• <i>Insects by the Numbers</i> by Steve Jenkins</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Reading Nonfiction to Be Fascinated</p> <p>Lesson 2: Orienting and Recalling Relevant Background Knowledge</p> <p>Lesson 3: Learning from <i>All</i> the Parts of the Page</p> <p>Lesson 4: Using Background Knowledge to Help You Think More as You Read</p> <p>Lesson 5: Learning from Reading</p> <p>Lesson 6: Determining Importance in Nonfiction</p> <p>Lesson 7: Collecting Expert Vocabulary</p> <p>Lesson 8: Building Knowledge on a Topic</p> <p>Lesson 9: Learning <i>More</i></p> <p>Lesson 10: Noticing Kinds of Connections in Nonfiction: Sequence, Cause/Effect</p> <p>Lesson 11: Solving Words Takes Strategic and Flexible Thinking</p> <p>Lesson 12: Categorizing Vocabulary to Review Knowledge and Get Ready to Learn</p> <p>Lesson 13: Studying Vocabulary to Learn More about How Words Work</p> <p>Lesson 14: Nonfiction Readers Celebrate by Sharing Their Knowledge</p> <p>Lesson 15: Learning How to Read Browsable Books</p> <p>Lesson 16: Using White Space in Books to Do Brainy Work</p> <p>Lesson 17: Learning from How-To Texts</p> <p>Lesson 18: Using All the Parts of How-To Texts to Learn More</p>		
<b>Unit 3: Tackling Longer Words and Longer Books</b>			
<b>Overview</b>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• use their phonics knowledge to decode multisyllabic words efficiently</li> <li>• pay attention to story elements as they read to grow deeper ideas about the main character, as well as the life lessons they learn</li> <li>• use a variety of strategies to read fluently to aid and demonstrate comprehension</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Readers use all they know about phonics, especially vowels, to solve multisyllabic words.</li> <li>• Readers can use many different strategies to read fluently.</li> <li>• Readers pay attention to story elements to understand a story.</li> <li>• Readers think about the problem in the story and how it is resolved to name life lessons the book teaches.</li> </ul>		
<b>Unit Learning Bends</b>	<p>Bend I: Tackling Longer Words</p>	<p>Across this bend, teachers will help students to apply the strategies they have learned for reading multisyllabic words in phonics to their reading. The phonics work of the bend revolves around vowels. Children will learn about a third vowel sound, the schwa. In addition to the</p>	<p>Priority Standards across the</p>

		<p>strategies they have learned during phonics time, they will also learn how to divide a longer word into syllables based on the number of vowels, and how the placement of the vowel within a syllable impacts the sound it makes.</p>	<p>Unit that will be addressed:</p> <p>RF 2.3 RF 2.4 RI 2.1 RI 2.2 RI 2.3 RI 2.5 RI 2.6</p>
	<p>Bend II: Tackling Longer Books</p>	<p>Across this bend, teachers will help students to boost their comprehension strategies to match the demands of books that are getting longer and more complex. Students will be reminded of the importance of previewing a book before getting started, this time with the main character and problem/solution in mind. They'll discuss familiar story elements as they learn to make inferences, use evidence from the text to support their inferences, stop at points of confusion to reread and fix up, and focus their retelling on the most important details, which happen to be mainly around problem and resolution. The bend culminates with the final strategy for tackling longer books—considering the problem and resolution, and then thinking about the life lesson that can be learned.</p>	
	<p>Bend III: Tackling Longer Words and Longer Books with Greater Fluency</p>	<p>Across this bend, teachers will help students to use their new skills in decoding and comprehension to read more fluently. Students will practice scooping up longer phrases and doing so while attending to punctuation and meaning. Teachers will especially want to emphasize reading dialogue fluently—and as they do, they'll harken back to the character work students did in the second bend, reminding them to draw on their understanding of characters' personalities and moods to read dialogue with expression. As the bend wraps up, teachers will highlight one critical aspect of fluency—pacing—as they encourage students to find their optimal reading speed so that they get a lot of reading done without sacrificing comprehension.</p>	
<p><b>Unit Resources</b></p>	<p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> <li>• <i>My Footprints</i> by Boa Phi</li> <li>• <i>Sadiq and the Perfect Play</i> by Siman Nurali</li> </ul>		

	<ul style="list-style-type: none"> <li>• <i>Each Kindness</i> by Jacqueline Woodson</li> </ul>
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Readers Spiff Up the Library with Wish Bins</p> <p>Lesson 2: Building Supportive Partnerships</p> <p>Lesson 3: Using Self-Talk to Tackle the Schwa</p> <p>Lesson 4: Brainstorming Tips that Partners Can Give to Readers—and to Themselves</p> <p>Lesson 5: Turn to an Expert</p> <p>Lesson 6: Tackling Longer Words: Where’s That Vowel?</p> <p>Lesson 7: Tackling-Longer-Words Celebration</p> <p>Lesson 8: Previewing a Reading with Story Structure in Mind</p> <p>Lesson 9: Readers Ask and Answer <i>Why</i> Questions</p> <p>Lesson 10: Monitoring Comprehension When Reading Longer Books</p> <p>Lesson 11: Determining Importance to Retell Longer Stories</p> <p>Lesson 12: Characters Learn Lessons</p> <p>Lesson 13: Rehearsing Reading Voices</p> <p>Lesson 14: Scooping Words into Phrases</p> <p>Lesson 15: Noticing Dialogue Tags</p> <p>Lesson 16: Understanding Dialogue</p> <p>Lesson 17: Reading at a Just-Right Pace</p>

**Unit 4: Stepping into the World of the Story**

<b>Overview</b>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• envision what they are reading and use that in combination with other comprehension strategies.</li> <li>• determine the meaning of unknown words, including their connotation.</li> <li>• think about characters in more complex ways.</li> <li>• have collaborative conversations with peers on a given topic.</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Readers use a variety of strategies to learn from nonfiction text.</li> <li>• When readers read a second or third book on the same topic, they bring what they have learned with them to add to their knowledge.</li> <li>• Readers use conversation to grow new ideas, clarify misunderstandings, and learn more about what they are reading.</li> </ul>
-----------------	--

<b>Unit Learning Bends</b>	<p>Bend I: Stepping into the World of the Story</p>	<p>Across this bend, teachers will help students to step into the worlds of their stories, thinking about the incredible power that reading has to take us on adventures, on field trips to faraway places, and to familiar neighborhoods. On Day One, teachers will channel students to find books they love by tasting (sampling) books from a variety of genres. Students will learn two key strategies for</p>	<p>Priority Standards across the Unit that will</p>
----------------------------	---	--	---

		<p>envisioning with detail—picturing characters’ faces and actions, as well as envisioning and keeping track of setting. Teachers will also support students in being active readers, helping them understand that stepping into the world of the story means making predictions and noticing one’s own reactions to the text. If the setting of a story is new to readers, teachers will encourage them to do tiny digital searches to learn more about that setting. Teachers will teach them that once they’ve got a prediction, they read on, seeing if their prediction is correct. They’ll remind students of the importance of having strong reactions while reading and talking about those reactions as a way to dig deeper into the story.</p>	<p>be addressed:</p> <p>RI 2.1  RI 2.2  RI 2.3  RI 2.5  SL 2.1  SL 2.2  SL 2.3  SL 2.6</p>
	<p>Bend II: Studying Characters Closely</p>	<p>Across this bend, teachers will help students to study the characters in their texts. Teachers will zoom in especially on studying character feelings, thinking about the ways characters might feel more than one way, and the reasons for characters’ feelings, and how their feelings change. They’ll also support students’ growing vocabularies. They’ll use word thermometers to support students in thinking about words that describe how characters are feeling and acting. Teachers will channel students to think about the intensity of a character’s feelings as a way to select precise words, and they’ll help them learn new vocabulary as they do so. The bend ends with a celebratory session that invites students to share favorite books and characters with one another, and sets the class up to begin book clubs in Bend III.</p>	
	<p>Bend III: Fiction Book Clubs—Reading Together, Imagining Together</p>	<p>Across this bend, teachers will help students to read, think, prepare, and talk when they are reading their books. They’ll then read independently and, at the end of the workshop, gather to talk. The unit ends with a celebration that invites students to reflect on their reading lives and the books that have mattered to them, and ultimately, a whole-group discussion about why reading matters.</p>	



<b>Unit Resources</b>	<p>Suggested Key Texts for Read Aloud and Minilessons:</p> <ul style="list-style-type: none"> <li>• <i>Dragons in a Bag</i> by Zetta Elliott (chapter book) for Bends I and II</li> <li>• <i>Paper Son: The Inspiring Story of Tyrus Wong</i> by Julie Leung</li> </ul>
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Reading Can Take You Places  Lesson 2: Readers Enter the World of a Story  Lesson 3: Bringing Characters to Life  Lesson 4: Making Predictions  Lesson 5: Picturing the Place  Lesson 6: Readers React to Stories  Lesson 7: Creating a Reading Scrapbook  Lesson 8: Noticing Clues about Character Feelings  Lesson 9: Characters Feel More Than One Thing  Lesson 10: Finding Precise Words for Feelings  Lesson 11: Examining What Causes Character Feelings  Lesson 12: Thinking about How Characters Are Acting  Lesson 13: Characters’ Feelings Change  Lesson 14: Readers Share Books and Characters with One Another  Lesson 15: Reading in the Company of Others  Lesson 16: Talking about Our Books  Lesson 17: Readers Think and Talk as They Compare Themselves to Characters  Lesson 18: Books Can Teach about Life Topics</p>

**Unit 5: Growing Knowledge Together**

<b>Overview</b>	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> <li>• learn information from nonfiction texts</li> <li>• determine the meaning of unknown words</li> <li>• grow knowledge across texts on a similar topic</li> <li>• have collaborative conversations with peers on a given topic</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Readers use a variety of strategies to learn from nonfiction text.</li> <li>• When readers read a second or third book on the same topic, they bring what they have learned with them to add to their knowledge.</li> <li>• Readers use conversation to grow new ideas, clarify misunderstandings, and learn more about what they are reading.</li> </ul>
-----------------	---

<b>Unit Learning Bends</b>	<p>Bend I: Partners Talk to Grow Knowledge</p>	<p>Across this bend, teachers will help students to talk about texts with each other in ways that help them learn more and come to new ideas by focusing in on a passage or an idea and to talk as long as they can before moving on to a new one. Teachers will help them transfer all the strategies they learned in <i>Becoming Experts</i> to the new challenge of</p>	<p>Priority Standards across the Unit that will</p>
----------------------------	--	--	---

		<p>thinking deeply about a photograph and an artifact. They'll coach partners to truly listen and respond to each other, helping them to "listen long," just as they "talk long," and to talk back to what their partner says so that the conversation proceeds like a ping-pong game. Lastly, teachers will help children know that when they find themselves having trouble in a conversation, it can help to use text evidence, referring to and even rereading parts of texts.</p>	<p>be addressed:</p> <p>RI 2.1 RI 2.2 RI 2.3 RI 2.5 RI 2.6 RI 2.7 RI 2.9 SL 2.1</p>
	<p>Bend II: Clubs Collaborate with Text Sets</p>	<p>Across this bend, teachers will help students to plan how they'll read, think, and learn with one another. They'll also help students take listening to a new level, bringing all they know about their club members to their reading, reading with those friends in mind, marking spots in texts, and jotting notes that they want to share with others. Children will listen to their own as well as each other's ideas, rereading their jotted notes and their highlighted passages to think, "What are the bigger ideas this is sparking?" Throughout all of this, teachers will also be helping children draw on what they know about nonfiction reading, and, of course, vocabulary is a big part of that. Teachers will encourage kids to use the vocabulary they are learning as they talk with each other. As the bend begins to come to a close, they'll teach children that it's always important to pause and think about why a topic matters.</p>	<p>SL 2.2 SL 2.3 SL 2.6</p>
	<p>Bend III: Readers Learn More about Interests</p>	<p>Across this bend, teachers will help students to replicate the work of Bend 2, this time with more independence and autonomy. Teachers will support students as they make plans about what they want to learn and how they'll read across their new text set. They'll help students transfer all they've learned to their new club and new topic, reminding them that they can turn anchor charts into a to-do list of sorts. Teachers will challenge students to push themselves to reread and to think more deeply. Just as writers revise their writing, readers revise their thinking. Readers learn more about a topic, and consequently, they</p>	

		<p>add, change, or remove ideas. As readers learn more about a topic, they often revise their beliefs as well. Teachers will then teach children that it's important to check in with their ideas, thinking critically about those ideas.</p> <p>To celebrate, teachers will once again suggest that students teach to make an impact. This time, they'll invite families, caregivers, other classes, and other visitors from the community, creating some fanfare and providing an audience for clubs so that they can teach all they've learned about the topics they are passionate or curious about.</p>	
<p><b>Unit Resources</b></p>	<p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> <li>• <i>Insects are Awesome</i> by Michael Rae-Grant</li> <li>• <i>A Dragonfly's Life</i> by Ellen Lawren</li> <li>• <i>Behold the Beautiful Dung Beetle</i> by Cheryl Bardoe</li> <li>• <i>You Can Be an Entomologist</i> by Dino J. Martins</li> </ul>		
<p><b>Lesson Topics across the Unit</b></p>	<p>Lesson 1: Learning by Observing  Lesson 2: Drawing on All You Know about Nonfiction Reading  Lesson 3: Retelling Chunks of Nonfiction Texts  Lesson 4: Synthesizing Learning from Graphics and Words  Lesson 5: Using Strategies to Solve Tricky Words  Lesson 6: Rereading to Learn More about Important Subtopics  Lesson 7: Scientists Use Graphics to Teach Others—and Create Their Own  Lesson 8: Bringing Everything You Know about Nonfiction Reading to Your New Topic  Lesson 9: Bringing Forward Prior Knowledge to New Research  Lesson 10: Researchers Ask Questions and Read to Find Answers  Lesson 11: Researching Big Questions Collaboratively  Lesson 12: Collecting and Studying Topic Vocabulary  Lesson 13: Using Clues Authors Have Left to Figure Out Meanings of Words  Lesson 14: Researchers Consider the Author's Point of View  Lesson 15: Researching to Support Big Ideas  Lesson 16: Using All Your Resources to Locate Information  Lesson 17: Considering Ways Other Insects Are the Same—and Different  Lesson 18: Planning "Learn from an Entomologist" Videos  Lesson 19: Speaking with Passion and Expertise</p>		
<p><b>Suggested Read Aloud Texts for Second Grade</b></p>			
<ul style="list-style-type: none"> <li>• <i>A Beetle is Shy</i> by Dianna Hutts Aston</li> <li>• <i>Ann and Andrew: Summer in Savannah</i> by Christine Platt</li> <li>• <i>Bats</i> by Elizabeth Carney</li> <li>• <i>Behold the Beautiful Dung Beetle</i> by Cheryl Bardoe</li> </ul>			

- *Dragons in a Bag* by Zetta Elliott
- *Each Kindness* by Jacqueline Woodson
- *Evelyn Del Rey is Moving Away* by Meg Medina
- *Insects are Awesome* by Michael Rae-Grant
- *Lon Po Po* by Ed Young
- *Mae Among the Stars* by Roda Ahmed
- *My First Day* by Phung Nguyen Quang and Huynh Kim Lien
- *My Papi Has a Motorcycle* by Isabel Quintero
- *Planets* by Elizabeth Carney
- *Read, Read, Read* by Amy Ludwig VanDerwater
- *Sadiq and the Perfect Play* by Siman Nuurali
- *The Arabic Quilt: An Immigrant Story* by Aya Khalil
- *Thunder Cake* by Patricia Polacco
- *Your Place in the Universe* by Jason Chin