**Unit 5 Table of Contents**

*We Can Be Our Own Teachers When We Work Hard to Figure Out Words*

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| [Lesson 2](#lesson2) | Readers monitor as they read by asking themselves “Does that make sense?”  *Los lectores se escuchan cuando están leyendo y se preguntan –¿Tiene sentido?*  *Читатели контроллируют себя во время чтения.* | 13-14 |
| [Lesson 3](#lesson3) | Readers think about what might come next by using the pictures and what they just read.  Los lectores usan las ilustraciones y lo que acaban de leer para entender lo que sigue en la siguiente página.  Читатели используют все свои знания о прочитанном, чтобы помочь себе на следующей странице. | 15-17 |
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| [Lesson 6](#lesson6) | Readers solve tricky words by breaking the words into chunks.  Los lectores separan las palabras nuevas/difíciles en silabas para poder leerlas. Читатели разбивают слово на части, чтобы прочитать незнакомое слово. | 22-23 |
| [Lesson 7](#lesson7) | Readers figure out unknown words by guessing what the word might mean, reading the rest of the sentence and then checking to make sure their guess made sense.  Los lectores resuelven palabras desconocidas adivinando que significan, leyendo el resto de la oración y comprobando para asegurarse que tiene sentido.  Читатели читают, используя стратегии, а потом проверяют правильно ли они прочитали. | 24-25 |
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| [Lesson 10](#lesson10) | Readers read fluently by fixing their mistakes and reading again.  Los lectores leen con fluidez, corrigiéndose y volviendo a leer. | 31-33 |
| [Lesson 11](#lesson11) | Readers understand and enjoy a story by rereading the whole book.  *Los lectores disfrutan el cuento volviendo a leer el libro.*  *Читатели перечитывают книгу снова, так они могут насладится прочитанным и пополнить знания.* | 34-35 |
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| [Lesson 14](#lesson14) | Readers pick “good fit” (topic) books for our audience by thinking about what they find interesting.  *Los lectores escogen libros con temas que sean perfectos para nuestra audiencia.*  *Как подобрать книгу для моиx друзей или родныx.* | 41-42 |
| [Lesson 15](#lesson15) | Readers get ready to perform by practicing their rate of reading.  *Los lectores practican su lectura y y se aseguran de no leer muy rápido o muy despacio.*  *Читатели готовятся к выступлению перед своими родными и друзьями.* | 43-44 |
| [Lesson 16](#lesson16) | Readers get ready to perform by practicing reading with intonation.  *Los lectores practican la entonación de su lectura antes de leerle a alguien. Читатели готовятся к выступлению перед своими родными и друзьями.* | 45-46 |
| [Lesson 17](#lesson17) | Readers read with feeling by using rate and intonation together.  Los lectores leen con expresion usando entonacion y fluidez. | 47-48 |
| [Lesson 18](#lesson18) | Reading partners help each other sound great by giving each other feedback.  *Los compañeros se corrigen entre sí para leer mejor. Партнёры помогают друг другу читать с выражением.* | 49-50 |

***Grade 1 Reading Unit 5***

***Unit of Study Planning Template***

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| *Unit: We Can Be Our Own Teachers When We Work Hard to Figure Out Words* |

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| *Goals:*  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * *Readers use everything we know about reading to get through the hard parts- We can look in our toolkits and think, “What else can I try?” (Toolkit!)* * *Readers smooth out the rough parts- After we make sure out reading looks right, sounds right, and makes sense, we reread to put it all back together. (Fluency & comprehension!)* * *Readers can show off our reading. (Confidence as a reader! Presenting our reading!)* |

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| Essential Questions:  *(These should be aligned with Goals.)* | * How can readers use all they know to work to be independent and successful?   + How can readers use their toolkits/strategies in order to aid in accuracy, comprehension, and fluency? |

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| Standards: | **FOUNDATIONAL SKILLS**  *Phonics and Word Recognition*  1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.   1. Know the spelling-sound correspondences for common consonant digraphs. 2. Decode regularly spelled one-syllable words. 3. Know final *–e* and common vowel team conventions for representing long vowel sounds. *(Woodburn note- not applicable in Spanish & Russian.)* 4. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 5. Decode two-syllable words following basic patterns by breaking the words into syllables. 6. Read words with inflectional endings. 7. Recognize and read grade-appropriate irregularly spelled words.   *Fluency*  1.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   **READING- LITERATURE L**  *Key Ideas and Details*  1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  *Integration of Knowledge and Ideas*  1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.  **LANGUAGE**  *Vocabulary Acquisition and Use*  1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Use frequently occurring affixes as a clue to the meaning of a word. 3. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).   **SPEAKING & LISTENING**  *Comprehension and Collaboration*  1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. 3. Ask questions to clear up any confusion about the topics and texts under discussion.   1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media |

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| Key Vocabulary: | ENGLISH   * strategy/ strategies * self- monitor * self-correct * reread * tools * fluency * meaning * voice * chunk * cross-check * revise * comprehension * audience | SPANISH | RUSSIAN |

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| Anchor Texts: |

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| Other Resources: |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE* | *SUMMATIVE* |

Unit of Study At A Glance Planner

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| **UNIT 5:** We Can Be Our Own Teachers When We Work Hard to Figure Out Words | | |
| **GOAL:**  Readers use everything we know about reading to get through the hard parts- We can look in our toolkits and think, “What else can I try?” (Toolkit!) | **GOAL:**  Readers smooth out the rough parts- After we make sure out reading looks right, sounds right, and makes sense, we reread to put it all back together. (Fluency & comprehension!) | **GOAL:**  Readers can show off our reading. (Confidence as a reader! Presenting our reading!) |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers solve tricky words by using all of the strategies that they have learned.(pp. 87,88, 95) 1.RML.5-1 * Readers monitor as they read by asking themselves “Does that make sense?” (pp. 88, 95) 1.RML.5-2 * Readers think about what might come next by using the pictures and what they just read. (pp. 87, 95) 1.RML.5-3 * Readers self-correct by paying attention to when something doesn’t feel right and then they fix it.   (pp. 88, 95) 1.RML.5-4   * Readers solve tricky words by checking the beginning and ending sounds. 1.RML.5-5 (pp. 88-96) * Readers solve tricky words by breaking the words into chunks.   (pp. 88, 96) 1.RML.5-6   * Readers figure out unknown words by guessing what the word might mean, reading the rest of the sentence, and then checking to make sure their guess made sense. (pp. 96) 1.RML.5-7 * Readers tackle confusing parts of stories by retelling up to the point they’ve read. (pp. 87, 96) 1.RML.5-8 * Readers figure out tricky words by taking a running start and using meaning and phonics. (pp. 96) 1.RML.5-9 | * Readers read fluently by fixing their mistakes and reading it again. (pp. 90, 96) 1.RML.5-10 * Readers understand and enjoy a story by rereading the whole book. (pp. 91, 96) 1.RML.5-11 * Partners help each other by reminding each other to fix-up and read again fluently. (pp. 91, 92, 96) 1.RML.5-12 * Readers are good partners by listening to what is being read and monitoring for meaning. (pp. 91, 92, 96) 1.RML.5-13 | * Readers pick “good fit” (topic) books for their audience by thinking about what they find interesting. (pp. 92, 97) 1.RML.5-14 * Readers get ready to perform by practicing their rate of reading. (pp. 92, 96) 1.RML.5-15 (Across 2 days.) * Readers get ready to perform by practicing their reading with intonation. 1.RML.5-16 * Readers read with feeling by using rate and intonation together. (implied on page 93, 97) 1.RML.5-17 * Reading partners help each other sound great by giving each other feedback. (pp. 92, 97) 1.RML.5-18 |

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| **WORKSHOP CALENDAR FOR:** | **Grade 1 Reading Unit 2** |  |
| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard to Figure Out Words |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  | Readers solve tricky words by using all of the strategies that they have learned. (pp. 87, 95) 1.RML.5-1 | Readers monitor as they read by asking themselves “Does that make sense?” (pp. 88, 95) 1.RML.5-2 | Readers think about what might come next by using the pictures and what they just read (pp. 87, 95) 1.RML.5-3 | Readers self-correct by paying attention to when something doesn’t feel right and then they fix it. (pp. 88, 95) 1.RML.5-4 |
| Readers solve tricky words by checking the beginning and ending sounds. (pp. 88-96) 1.RML.5-5 | Readers solve tricky words by breaking the words into chunks. (pp. 88, 96) 1.RML.5-6 | Minilesson choice day | Readers figure out unknown words by guessing what the word might mean, reading the rest of the sentence, and then checking to make sure their guess made sense. (pp. 96) 1.RML.5-7 | Readers tackle confusing parts of stories by retelling up to the point they’ve read. (pp. 87, 96) 1.RML.5-8 |
| Readers figure out tricky words by taking a running start and using meaning and phonics. (pp. 96) 1.RML.5-9 | Readers read fluently by fixing their mistakes and reading it again. (pp. 90, 96) 1.RML.5-10 | Minilesson choice day | Readers understand and enjoy a story by rereading the whole book. (pp. 91, 96)  1.RML.5-11 | Partners help each other by reminding each other to fix-up and read again fluently (pp. 91, 92, 96) 1.RML.5-12 |
| Readers are good partners by listening to what is being read and monitoring for meaning. (pp. 91, 92, 96) 1.RML.5-13 | Readers pick “good fit” (topic) books for our audience by thinking about what they find interesting. (pp. 92, 97) 1.RML.5-14 | Readers get ready to perform our reading by practicing our rate of reading. (pp. 92, 96) 1.RML.5-15 | Readers get ready to perform our reading by practicing reading with intonation. 1.RML.5-16 | Readers read with feeling by using rate and intonation together 1.RML.5-17 |
| Reading partners help each other sound great by giving each other feedback. (pp. 92, 97)1.RML.5-18 | Celebration! | Conferences | conferences | Conference comp day |

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| **Unit 5 Mini Lesson 1** |

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| **Unit of Study:** | We can be our own teachers when we work hard to figure out words. |
| **Goal:** | Readers use everything we know about reading to get through the hard parts-We can look in our toolkits and think, “What else can I try?” |
| **Teaching point** | Readers solve tricky words by using all of the strategies that they have learned.  Los lectores tienen muchas estrategias y usan más de una para leer palabras difíciles.  Читатели знают много стратегий и используют одину из ниx, чтобы прочитать незнакомое слово. |
| **Catchy Phrase**  *(Kid language!)***:** | “I’m stuck! (Point to self) What else can I try?” (hands in the air as if asking a question)  Cuando tengo problemas, di -¡Yo puedo resolverlo! ¿Qué otra estrategia puedo usar?  Я сам(а) справлюсь!! Я попробую другую стратегию! |
| **Text:** | The Secret of Spooky House (Wright Book by Joy Cowley) Spanish Example: Abuelita y Yo (Hampton Brown Pan y Canela) |
| **Chart(?):** | Revisit previous strategy charts, Unit 2 |
| **Standard:** | 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We have learned many strategies this year to help us figure out tricky words. These strategies help us to solve tricky words when we get stuck. (Refer to previous chart  We are going to be diving into some really interesting but hard books with lots of tricky words and you will need to know how to use everything in your toolkit to help you read these new words!  Sometimes when we are reading, the first strategy we try doesn’t work, so we move onto another strategy. You might say to yourself, “I’m stuck! (Point to self) What else can I try?” (hands in the air as if asking a question) We want to practice using all of the strategies we know to help us solve tricky words. |
| **Teach:**  (Before you start reading, cover up the word popcorn on pg. 2, except for the letter p.) (Teacher reads up to the tricky word.)  “I’m stuck! Which strategy should I try? (Motions going to the list of strategies or using the toolbox, picks one strategy and tries it.)  I’m going to look at the picture. Hmm, there is a picture of mice on a plate, could it be mice? I don’t think so. Mice starts with an M but this letter is a P. I am going to keep trying because readers solve tricky words by using all of the strategies that they have learned. What else can I try? (Uncover word to try other strategies.)  (Teacher motions going to toolbox again) I think I will try getting my mouth ready. P, p, pickles. (Uncover the tricky work.) That word doesn’t look like pickles. I need to try another strategy. (Motions going to the list of strategies or using the toolbox, picks one strategy and tries it.) I’m going to see if there’s a part of the word that I know. Oh, I know that this part says “pop” and this part says “corn”. Oh...it says popcorn!  (Repeat process with another tricky word modeling two different strategies.)  Did you notice how I tried several strategies to solve the tricky word. I looked at the picture, I tried getting my mouth ready, and I looked for the parts that I know. This helped me figure out the word. I did this because readers solve tricky words by using all of the strategies that they have learned. They say to themselves,” I’m stuck, what else can I try?” |
| **Active Involvement:**  Now it is your turn to use all of the strategies that you know to help you figure out tricky words. (Continue with the same text. Cover up the word “mice”, except for the first letter, on pg. 5.)  Student A, your job is to try and figure this word out with your partner by using the list of strategies. I want you to say, “I’m stuck! (Point to self) What else can I try?” (Hands in the air as if asking a question) (Uncover word after they have tried one strategy.  Partner B, your job is to look at the chart and help partner A choose a strategy that works. You can say, “Try \_\_\_\_\_\_!” to help partner A figure out their tricky word.  Reverse roles with a different word. (Cover up the work “kitchen”, except for the first letter, on pg. 6.) (Uncover word after they have tried one strategy.) |
| **Link:** |
| **Mid-Workshop Teaching Point:**  If you use many strategies to fix a word, you probably need to go back and reread that part to understand it. |
| **Share:** |

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| **Unit 5 Mini Lesson 2** |

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| **Unit of Study:** | 5.2 We can be our own teachers when we work hard to figure out words |
| **Goal:** | Readers use everything we know about reading to get through the hard parts-We can look in our toolkits and think, “What else can I try?” |
| **Teaching point** | Readers monitor as they read by asking themselves “Does that make sense?”  *Los lectores se escuchan cuando están leyendo y se preguntan –¿Tiene sentido?*  *Читатели контроллируют себя во время чтения.* |
| **Catchy Phrase**  *(Kid language!)***:** | “Does that make sense?”  *-¿Tiene sentido?*  *Читатели всегда думают, имеет ли это смысл?* |
| **Text:** | The Secret of Spooky House (Wright Book by Joy Cowley) Spanish Example: Abuelita y Yo (Hampton Brown Pan y Canela) |
| **Chart(?):** | Revisit previous strategy charts, Unit 2 |
| **Standard:** | 1.RF.4c Use context to confirm or self correct word recognition and understanding, rereading as necessary. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  All year we have been learning different strategies to help us when we get stuck. We have learned to ask ourselves, “Does that make sense?” (teacher refers to strategy chart)  Even when we don’t get stuck on words, we check to make sure the book makes sense before we keep reading. I read a little bit, then I reread the page and I say to myself, “Wait, does that make sense? Does this fit with what is happening in the story?”  It is important for readers to check-in with themselves to make sure that what they think is right really is right. When I am reading I am constantly checking in, asking myself, “Does that make sense?” to see if what I am reading really makes sense. |
| **Teach:**  (Teacher reads The Secret of Spooky House and turns to pg. 6)  Hmm, I’m going to check to make sure the book makes sense to me. (Read pg. six, changing the phrase “monster child” to “monster chicken”.)  “Does that make sense?” I am a little confused about what is happening because I don’t see any monster chickens. I know! I will re-read it to make sure it makes sense. (Teacher goes back and rereads passage). Oh, now I get it. Now it makes sense because there is a monster child in the picture and that says “child” not “chicken”.  Did you notice how I went back and reread to see if it made sense? I remembered that good readers monitor as they read by asking themselves “Does that make sense?”  (Teacher reads pg. 8 but acts confused at the end of the page.)  Hmmm…”Does that make sense?” I don’t understand why they think she has strange tastes. Show me a thumbs up if you think I should go back and reread. Yes, you’re right. I’m going to go back and reread some previous pages. (Teacher turns back to pg. 4 and rereads page.)  Oh...here it says that monsters don’t eat popcorn. But she keeps asking for popcorn!  (Reread page 8 again) Now I understand. The parents think she’s strange because most monsters don’t even say popcorn or eat it, but she wants it.  See how I’m checking in as I read and I’m constantly asking myself, “Does that make sense?” That is because Readers monitor as they read to make sure that it makes sense. Sometimes I reread the same part, but sometimes I go back and reread some previous pages. |
| **Active Involvement:**  Now you are going to help me monitor my reading by deciding if what I read fits in with the story. If it makes sense, signal that I need to keep reading by putting your thumbs up. If it doesn’t make sense, signal that I need to go back and reread by putting your thumbs down.  (Teacher reads pg. 10 and misreads “a big cloak” as “a big clock”.) Did that make sense? Thumbs up or down? You’re right, that didn’t make sense. I can see that he’s not hiding in a big clock. (Teacher rereads paragraph correctly.)  Now I understand that it says cloak and I can see that a cloak is a coat. He’s trying to disguise himself! He’s embarrassed because monsters aren’t supposed to buy popcorn. I think I understand it. Thumbs up or down? Should I reread or should I go on. |
| **Link:**  Now when you are reading remember to stop every couple of pages and ask yourself “Does that make sense? Does it fit with the story?” If it doesn’t, re-read. If it does, keep going. |
| **Mid-Workshop Teaching Point:** Thumbs up if you remembered to ask yourself, “Does that make sense?” Thumbs up if you needed to reread. |
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| **Unit 5 Mini Lesson 3** |

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| **Unit of Study:** | We can be our own teachers when we work hard to figure out words |
| **Goal:** | Readers use everything we know about reading to get through the hard parts-We can look in our toolkits and think, “What else can I try?” |
| **Teaching Point:** | Readers think about what might come next by using the pictures and what they just read.  Los lectores usan las ilustraciones y lo que acaban de leer para entender lo que sigue en la siguiente página.  Читатели используют все свои знания о прочитанном, чтобы помочь себе на следующей странице. |
| **Catchy Phrase:** *(Kid language!)***:** | “I think \_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_.”  -Creo que \_\_\_\_\_\_\_\_\_\_\_\_\_ porque \_\_\_\_\_\_\_\_\_\_\_\_\_.  Я знаю, что случится дальше! |
| **Text:** | The Secret of Spooky House (Wright Book by Joy Cowley) Spanish Example: Abuelita y Yo (Hampton Brown Pan y Canela) |
| **Chart(?):** |  |
| **Standard:** | 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.  1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Yesterday we learned that after we read a page, we need to think about what we just read to make sure it makes sense. We are becoming experts on using our toolkits to solve tricky words, but today we are going to learn what to do before we read a new part.  Have you noticed that sometimes we are reading along and we notice that the next part looks really hard. When this happens, we can use the story we have read and the new pictures on the page to ‘storytell’ what we think will happen next. We do this because good readers make a prediction about what might happen next by using the pictures and what they just read. |
| **Teach:**  (Teacher continues where she/he left off on pg. 12 of The Secret of Spooky House.) Oh, this looks like it might be too hard! (Teacher pauses and thinks aloud what she already knows about the story based on the new picture and previously read text.) Before, the dad was buying some popcorn for his child and the new picture shows the dad holding a piece in his hand.  **I think** the dad is going to try the popcorn too. I think he will like the popcorn and try and get the mom to taste it too **because** he is smiling and making more popcorn.  (Repeat process with pg. 14.) This page has a lot of words too. I’m going to think about what I already read and look at the new picture and see if I can guess what it’s going to say.  Before, the dad tried the popcorn and liked it.  **I think** the mom is going to like the popcorn too, and they are going to buy lots of popcorn **because** dad said that the popcorn was delicious on this page and now the mom is making popcorn and there is popcorn everywhere.  Notice how I took all of the information from the new picture and from the pages I already read to help me come up with a prediction. This helps us read the next page with more confidence. |
| **Active Involvement:**  Now we are going to work together to make guesses about a tricky page in our book. (Open up to pg 16.) Oh, this page looks like it has a hard word on it. Let’s try going back in the book to see what we have already read. (Flip back, giving a quick recap about what has happened so far. Then talk about the new picture that is on the tricky page.)  Partner A turn to partner B and use all that you know about the pictures on this page and what we have read so far to come up with a guess about what this page might say.  Be sure you say, “I think \_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_.”  (Then have partner B tell their partner what they think the same page will say using the sentence frame.) |
| **Link:**  Now today and everyday when you come to a page that looks too hard use all you know about the story, look at the picture on the new page and think, “I think \_\_\_\_\_\_\_\_because \_\_\_\_\_\_\_\_\_.” That will help you read the page because readers use all they know about the text to help them read the next page. |
| **Mid-Workshop Teaching Point:** Remember that when we make a prediction, we often think about new words that might show up on that page. (Show them the last page of the book and point to the neighbors peeking through the window.) I think that these are the neighbors. Maybe the word neighbor will be on this page. Oh...here it is. (Point to the word neighbor.) You can predict words that will be on the next page and this will help you read and understand the page better. |
| **Share:**  Choose a couple of students to model what they did when they got to a tricky page. |

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| **Unit 5 Mini lesson 4** |

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| **Unit of Study:** | We can be our own teachers when we work hard to figure out words |
| **Goal:** | Readers use everything we know about reading to get through the hard parts-We can look in our toolkits and think, “What else can I try?” |
| **Teaching point:** | Readers self-correct by paying attention to when something doesn’t feel right and then they fix it.  Los lectores se corrigen cuando algo no suena bien. |
| **Catchy Phrase:**  ***(Kid language!)*:** | “Does it look right? Does it sound right? Does it make sense? (Hands in air as if asking a question.)  *¿Se mira bien? ¿Suena bien? ¿Tiene sentido?*  *Звучит как-то не так! Прочитаю снова!* |
| **Text:** | My Body, by Ronda Jenkins |
| **Chart(?):** | Revisit previous strategy charts, Unit 2 |
| **Standard:** | 1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We have been learning how to use everything we know to get through the hard parts of our books.  Today we are going to revisit some very important strategies that good readers should use every time they read a new book.  Sometimes when we’re reading along we come to a part that just doesn’t feel right. We read the words, look at the pictures and think, That can’t be right! When that feeling creeps in, we need to stop and try something to figure out what’s going on. We can think, what will help me figure this part out? We ask ourselves, “Does it look right? Does it sound right? Does it make sense?”  If that helps, we keep going and if it doesn’t we try something different. We do this because readers self correct by paying attention to when something doesn’t feel right. |
| **Teach:**  (Teacher reads pg. 2.) Listen to me as I read this page. This is my face. Hmmmm… something doesn’t feel right about the word I just read. I’m going to look at the word. Does it look right?  Let’s see, this word starts with an “h”. What sound does “face” start with? Hmmm, it starts with “f.” So that can’t be right. What other word would fit here that starts with an “h”? What word would make sense? She’s pointing to her “h-h-h” What word would fit here? Head? Let me try it. This is my head. That looks right, sounds right and makes sense!  Let’s try the next page. Listen as I read. This is my shirt. Hmmmmm….something doesn’t feel right. This book is supposed to be about my body. A shirt is something I wear, it’s not a part of my body. That doesn’t make sense. What else could he be pointing to? Let’s check the word. Could this word be chest? Let me try it. This is my chest. That looks right, sounds right and makes sense. Did you notice how I self corrected by paying attention to when something didn’t feel right? When I’m reading I need to ask myself, “Does it look right? Does it sound right? Does it make sense?” (Hands in air as if asking a question.) |
| **Active Involvement:**  Ok boys and girls, now you will have a chance to practice this strategy. I’m going to read a sentence and make a mistake. Partner A, your job will be to tell Partner B, Something doesn’t feel right. Partner B your job is to ask partner A, “Does it look right? Does it sound right? Does it make sense?”  (Turn to pg. 6) Listen to me read this page. This is my arm and elbow. Ok partner A, turn and tell Partner B,  Something doesn’t feel right. Now partner B ask Partner A “Does it look right? Does it sound right? Does it make sense?”  Ok partners, you’ve decided that something doesn’t feel right. Talk together to decide what the word really says.  You were being readers because you self corrected by paying attention to when something didn’t feel right and then you fixed it.  (Switch roles and make a mistake on pg. 8) |
| **Link:**  From now on, remember that when you are reading it should always feel right. The words you are saying should make sense, they should match the letters you see and the words you are saying should sound right. If it doesn’t feel right, you need to fix it because readers self correct by paying attention to when something doesn’t feel right and then they fix it. They ask themselves, “Does it look right? Does it sound right? Does it make sense?” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 5 Mini Lesson 5** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard To Figure Out Words |
| **Goal:** | Readers use everything we know about reading to get through the hard parts-We can look in our toolkits and think, “What else can I try?” |
| **Teaching point:** | Readers solve tricky words by checking the beginning and ending sounds. (pp. 88-96)  Los lectores usan el sonido inicial y el sonido final para leer palabras difíciles.  Читатели используют первый и последний звук, чтобы прочитать незнакомое слово. |
| **Catchy Phrase:**  *(Kid language!)***:** | * “I check the beginning sound.” . Fíjate en el primer sonido. * “I make a prediction.” . Haz una predicción * “I check the ending sound.” . Fíjate en el último sonido para verificar   (Each time you use the catchy phrase, check them off on your fingers one at a time).   1. Проверь первый звук 2. Предположи 3. Проверь последний звук |
| **Text:** | The Princess and the Pea (Spanish: El zorro y la gallinita roja) both by Benchmark Education Company |
| **Chart(?):** |  |
| **Standard:** | 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We’ve been talking about strategies that good readers use all the time to solve tricky words. They think about all the strategies they have learned so far and decide which strategy might work this time. If that strategy doesn’t work, they try another one.  We’ve also learned that good readers pay attention to when something doesn’t feel right. They ask themselves, Does it look right? Does it sound right? Does it make sense? If not, they go back and fix the word.  Today we are going to talk about another way to figure out tricky words because we want to have lots of tools in our toolbox. Readers know to check the beginning sound and ending sound to make sure they are reading the right words. We remind ourselves of this by saying, ***I check the beginning sound.” “I make a prediction.”*** *and* ***“I check the ending sound.”*** *Does it match the word I read?* |
| **Teach:**  (Turn to p. 2 that already has the word “princess” covered with a sticky note). Listen while I read this page. Hmmmm….this is a hard word. I think I’ll try out my new strategy. Now what do I need to say to myself? Oh yeah, I check the beginning sound. (Uncover the beginning sound and make sound of first letter.) “I make a prediction.” I think it might say princess. “I check the ending sound.” (Make the S sound.) I think it says princess! It starts with a “p” and ends with a “s”. I remember to do this because good readers solve tricky words by checking the beginning and ending sounds.  (Repeat process with another word from the same page.) |
| **Active Involvement:**  Now you are going to help me solve some tricky words by checking the beginning and ending sounds. When I come to a tricky word, you are going to remind me what I should do by saying, “*Check the beginning sound.” “Make a prediction.” and” Check the ending sound.”*  (Make sure you have the students use the gestures mentioned above). Practice with me. (Encourage students to practice saying, “Check the beginning sound.” “Make a prediction.” and “Check the ending sound.”)  (Cover up “world” on pg. 3.) Teacher reads up to a covered word on page 3.) Uh oh, another tricky word. Oh, what was I supposed to do? Can you help me? (Students say: “Check the beginning sound.” “Make a prediction.” and “Check the ending sound.”)  OK, first we need to check the beginning sound (uncover first sound). What is the first sound? (Encourage students to call out the first sound). It sounds like you all agree that the sound is “w”.  Next we need to make a prediction. I think the word is \_\_\_\_\_\_\_\_\_\_ (encourage students to call out their predictions for the word). It sounds like most of you think the word is “world”. So if the word is “world” it will end with a “d” sound.  Let’s check the ending sound. I hope it is a D! (Uncover last sound.)Yes, the last sound is D. Let’s uncover the word to verify for sure that “world” is the correct word. (Uncover the word). We were right! We solved the tricky word by checking the beginning and ending sounds. |
| **Link :** So today and every day, when you come to tricky words, you need to remember that you don’t just say the first sound and move on. You need to make sure that the last sound also fits with the word you read. You can do this by reminding yourself, “I check the beginning sound.” “I make a prediction.” and “I check the ending sound.” |
| **Mid-Workshop Teaching Point:**  Thumbs up if you have been checking the first sound, making a prediction and the checking the last sound! Good job! |
| **Share:** Choose a couple of students to model the strategy from today’s lesson. |

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| **Unit 5 Mini Lesson 6** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard To Figure Out Words |
| **Goal:** | Readers use everything we know about reading to get through the hard parts-We can look in our toolkits and think, “What else can I try?” |
| **Teaching point** | Readers solve tricky words by breaking the words into chunks.  Los lectores separan las palabras nuevas/difíciles en silabas para poder leerlas.Читатели разбивают слово на части, чтобы прочитать незнакомое слово. |
| **Catchy Phrase:**  *(Kid language!)***:** | What part (or chunk) of the word do I already know?  ¿Cuál parte o sílaba ya conozco?  Какую часть слова я знаю? |
| **Text:** | The Princess and the Pea (Spanish: El zorro y la gallinita roja) both by Benchmark Education Company |
| **Chart(?):** |  |
| **Standard:** | 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:** Yesterday we revisited how to use beginning and ending sounds to figure out tricky words. But, what if that doesn’t work? Today, we are going to think about another fix up strategy we can use to help us figure out what those tricky words might be. Good readers use chunks to solve tricky words |
| **Teach:** (Teacher turns to pg. 8. and reads until they get stuck at “terrible”.) I’ll try yesterday’s strategy by checking the first sound, predicting and checking the last sound. “T”....”EE” Maybe it’s tree. (Read sentence with “tree” instead of “terrible”.) That doesn’t work. I’ll try chunking, I will look for the parts I know! (Isolate the chunks with post-its or note card) and think aloud as you move across the word.) Terr-ible, terrible. (Reread sentence with “terrible”.) That works. That makes sense.  (Repeat process with the word “someone” on page 9.) |
| **Active Involvement:** Now it’s your turn to try. I’ll read until we get to a tricky word. Then I want A partner to try chunking the word to figure out the tricky word.  (Turn to pg. 9 and cover word “outside”.) Partner A, “What part of the word do you already know?”  (Do another tricky word so that Partner B can practice.) |
| **Link:** Today when you are reading, remember, sometimes readers use chunks to solve tricky words. Think to yourself: What part (or chunk) of the word do I already know? |
| **Mid-Workshop Teaching Point:** |
| **Share:** Choose a couple of students to model strategy for class. |

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| **Unit 5 Mini Lesson 7** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard To Figure Out Words |
| **Goal:** | Readers use everything we know about reading to get through the hard parts-We can look in our toolkits and think, “What else can I try?” |
| **Teaching point** | Readers figure out unknown words by guessing what the word might mean, reading the rest of the sentence and then checking to make sure their guess made sense.  Los lectores resuelven palabras desconocidas adivinando que significan, leyendo el resto de la oración y comprobando para asegurarse que tiene sentido.  Читатели читают, используя стратегии, а потом проверяют правильно ли они прочитали. |
| **Catchy Phrase:**  *(Kid language!)***:** | Did that make sense?  ¿Tiene sentido lo que leí?  Я проверю еще раз***!*** |
| **Text:** | unfamiliar |
| **Chart(?):** |  |
| **Standard:** | 1.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content,* choosing flexibly from an array of strategies.  1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  1.RF.4 Read with sufficient accuracy and fluency to support comprehension. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:** We have been working on strategies that help us solve tricky words. Today we’re going to learn how good readers use their strategies and go on. Sometimes when we come to a new tricky word we might guess that word because we don’t want to skip over it. We read on and say to ourselves “Did that make sense?” Because…Readers use strategies and go on, then check to make sure their guesses are right. |
| **Teach:** Use an unseen text. Start modeling with beginning and ending sounds strategy and chunking strategy,…act stumped, say “hmmm, I think I will guess and go on.” (Mark it with a post it, finish reading the page. Then model going back to the post it.) Did that make sense? (Repeat this, moving the sticky note to the next page each time to model the movement of the sticky note.) Remember, readers use strategies and go on, then check to make sure their guesses are right. |
| **Active Involvement: (**Continue on to the next page in the book.) Now with your partner, work together to “guess” the tricky word. (You may cover the word with a sticky note completely or partially, to allow all students to make a guess. Prompt students to use the language: “Hmmm, I think I will guess and go on,” and “Did that make sense?” after they finish the passage/page.)Remember, readers use strategies and go on, then check to make sure their guesses are right. |
| **Link:** Here is a sticky note that you can use to help you keep track of the tricky words you may read. Remember as you read today, readers use strategies and go on, then check to make sure their guesses are right. |
| **Mid-Workshop Teaching Point:** Hold up your book and show us the page where you have placed your post-it note. |
| **Share:** Have a couple of students model the strategy. |

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| **Unit 5 Mini Lesson 8** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard To Figure Out Words |
| **Goal:** | Readers use everything we know about reading to get through the hard parts-We can look in our toolkits and think, “What else can I try?” |
| **Teaching point:** | Readers tackle confusing parts of stories by retelling up to the point they’ve read.  *Los lectores cuentan lo que leyeron para asegurarse que tiene sentido*  ***Читатели пересказывают, когда им трудно понять смысл.*** |
| **Catchy Phrase:** | I was confused…but now I get it!  *Estaba confundido pero… ¡ya entendí!* |
| **Text:** | Unfamiliar text |
| **Chart(?):** |  |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.  1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** We have been using a lot of strategies to help us read tricky words, today we are going to use retelling as a strategy to help us understand what we are reading. Sometimes when we are reading there are parts that are confusing, like all of a sudden there is a new character or everyone is in a new place. When readers come to those parts, we have to take time to retell what we read to make sure it all fits together and makes sense. **Readers retell when they get confused to make sure what they read makes sense.** |
| ***Teach:*** Read up to a point in a book where there is an obvious change in a story act confused in the middle of passage and say “I’m confused \_\_\_\_\_\_\_\_\_\_\_\_” Teacher thinks aloud, “I’m going to reread….teacher rereads/retells. And says, I was confused…but now I get it! Then explains what they get. |
| ***Active Involvement:***  Now with your partner you are going to practice. Partner A, I want you to pretend you were confused just like I was. I want you to say “I’m confused \_\_\_\_\_\_\_\_\_\_\_\_” Then think aloud and retell that same part. Then say, I was confused…but now I get it! Then explain what you understand. Repeat with partner B. |
| ***Link:*** remember today when you go off to read, if you get to a part that is confusing, say “ I’m confused” Go back and reread and retell and say “I was confused…but now I get it.” because… **Readers retell when they get confused to make sure what they read makes sense.** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 5 Mini Lesson 9** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard To Figure Out Words |
| **Goal:** | Readers use everything we know about reading to get through the hard parts-We can look in our toolkits and think, “What else can I try?” |
| **Teaching point:** | Readers figure out tricky words by taking a running start and using meaning and phonics. (p. 96) |
| **Catchy Phrase:** | Ready, set, run! |
| **Text:** | Little Pig, by June Melser (or other unfamiliar patterned texts with clear picture cues) |
| **Chart(?):** |  |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.  RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.of their central message or lesson.   * L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.   + Use sentence-level context as a clue to the meaning of a word or phrase. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** We have been using lots of awesome strategies to help us read tricky words. Figuring out the tricky words helps us understand our stories better. Yesterday we learned how to retell with our partner. Today we are going to learn how to take a running start and use meaning and phonics to figure out even more tricky words. Sometimes when we come to a new word, we freeze and say “Holy Moly, that word looks too hard.” But remember, you may already know that word, but you just haven’t seen it before in a book. One way you can figure out that word is by getting a running start and using meaning and phonics. |
| ***Teach***  Watch and listen as I practice getting a running start with this book called, Little Pig. (teacher reads one or two pages of patterned text so students get the pattern. Save a few patterned pages for Active Involvement)  “Go home,” said the hens.  “No,” said little Pigl.  “Go home,” said the ducks.  “No,” said little pig.  “Go home,” said the \_\_\_hmmm\_\_\_? ( Teacher pauses and thinks aloud several words that begin with the same sound as the tricky words. She then goes back to model taking a running start).  Hmmm, I don’t know this word, but it starts with a /c/. Cups, kids, crow, cow, kangaroo?  Oh, yea I remember, I need to get a running start. I bet I know this word, I’ve just never seen it in a book before. Ok, here I go,  Ready, set, run!  “Go home,” said the COWS!  It’s cows! I know that because when I got a running start it just sounded right! I figured it out. Readers figure out tricky words by taking a running start and using meaning and phonics.  Let me try another one.  “Go home,” said the butcher,  “or I’ll make you into \_\_\_\_\_?” Hmmm, salad, soup, sausage, silly putty?  I know I’ll get a running start.  Ready, set, run!  “Go home,” said the butcher,” or I’ll make you into SAUSAGES”  It’s SAUSAGES.! I know that because when I got a running start it just sounded right! I figured it out. Readers figure out tricky words by taking a running start and using meaning and phonics. |
| Active Involvement:  That was fun! Now you try it with me. (go back in book to another page of patterned text).  “Go home,” said the sh\_\_\_\_\_. Tell your partner some words that start with “sh”  Now let’s get a running start and figure out the word.  Ready, set, run!  “Go home,” said the SHEEP!  We knew that because when we got a running start it just sounded right! WeI figured it out. Readers figure out tricky words by taking a running start and using meaning and phonics.  (Do another example or two with the students.) |
| ***Link:*** In your reading today when you come to a tricky word, don’t give up! You may know that word, you just haven’t seen it before in a book. Think of some words that it could be, and then get a running start and try it!  Ready, set, run!  And don’t forget… good readers figure out tricky words by taking a running start and using meaning and phonics. |
| **Mid-Workshop Teaching Point:** |
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| **Unit 5 Mini Lesson 10** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard To Figure Out Words |
| **Goal:** | Readers smooth out the rough parts- after doing that we make sure our reading looks right, sounds right and makes sense, we reread to put it all back together. |
| **Teaching point:** | Readers read fluently by fixing their mistakes and reading it again.  Los lectores leer con fluidez, corrigiéndose y volviendo a leer. |
| **Catchy phrase:** | Readers read, fix-up and read again fluently  Lectores lee, usar estrategias y lee otra vez con fluidez |
| **Text:** | Uncle Buncle’s House or other big book with minimum text |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  We’ve been learning lots of strategies that we can add to our toolbox that will help us figure out hard words when we get stuck. We have also been learning about what it means to read fluently. We know that we DON’T want to sound like racecars or robots.  But…we WANT to sound like we are telling an interesting story! Stories are much more interesting when they are told fluently, not when we have to keep stopping to fix words. That is why today we’re going to learn to read fluently, even after we get stuck! We’ll do this by using fix-up strategies to fix up the hard bits and THEN we’ll to go back and reread the same part fluently so that it sounds great! **Readers read, fix-up and read again fluently***.”* |
| ***Teach:***  *Demonstration (Teacher starts reading the book, Uncle Buncle’s House* She has previously covered up a “tricky word” with a post-it note so only the first sound is showing. In this case the word is “six”).  (p. 2) There are seven clocks in Uncle Buncle’s house.  (p. 3) There are ….seven? (Stumble and sound like you are unsure of this word) dogs in Uncle Buncle’s house. (Text actually says six dogs).  Hmmm…I’m not sure if that word is seven. Let me think….Does it look right? Well, seven starts with an “s” so I think it looks right. Let’s see, does it sound right? Yes, it sounds pretty good to me. Well, the last question is, Does it make sense? Let me count the dogs to see if seven makes sense. Oops, there are only six dogs in the picture. So the word Seven doesn’t make sense. I think the word is SIX!  *OK – We’ve fixed up the hard word, now it’s time to reread these two pages so it sounds like I’m telling a story!*  *There are seven clocks in Uncle Buncle’s house.*  *There are six dogs in Uncle Buncle’s house.*  *That sounds better. I’m glad I reread that part. It sounded much better this time. Remember that:*  Readers read, fix-up and read again fluently.  *(Teacher again models entire process of getting stuck on a word and asking “Does it look right? Does it sound right? And Does it make sense? After she fixes up the word, she then rereads the section fluently).* |
| ***Active Involvement:***  Now it’s your turn to practice rereading after you fix up a word.  *(Teacher* has previously covered up the word “gorillas” on p. 6)  Let’s read together until we reach this tricky word. When we get to it, we’ll ask ourselves, Does it look right? Does it sound right? and Does it make sense? We’ll make sure we fix the word, then we’ll go back and reread so it sounds like a story.  There are three\_\_\_\_\_\_\_\_ ? Now tell your partner what word you think goes here. (Students will most likely say the word “monkeys” instead of “gorillas”). Now let’s take the sticky note off of the word and take a look.  Does it look right? Wow, “monkey” starts with the “mmm” sound, but this word starts with the “g” sound. This word doesn’t’ look right. What’s another word for monkey that starts with “g?” Gorilla would fit. What sound does gorilla end with? “a”. Yes, this word must be gorilla because it starts with an “m” and ends with an “a”. Now with your partner, go back and reread this page so it sounds like a story.  (Repeat with another page)  *Don’t forget that:*  Readers read, fix-up and read again fluently. |
| ***Link:***  *(1-2 minutes)*  *From now on, when you come to tricky words, make sure you fix-up your words and then go back and reread so that it sounds like you are reading a story.*   1. **Readers read, fix-up and read again fluently** |
| **Mid-Workshop Teaching Point:**  **When you go back and reread, sometimes it still doesn’t sound smooth and you should reread until it does.** |
| **Share:** |

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| **Unit 5 Mini Lesson 11** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard To Figure Out Words |
| **Goal:** | Readers smooth out the rough parts- after doing that we make sure our reading looks right, sounds right and makes sense, we reread to put it all back together |
| **Teaching point:** | Readers understand and enjoy a story by rereading the whole book.  *Los lectores disfrutan el cuento volviendo a leer el libro.Читатели перечитывают книгу снова, так они могут насладится прочитанным и пополнить знания.* |
| **Catchy Phrase:** | Read, read, and reread!  *¡Leo y leo y vuelvo a leer!*  *Я xочу прочитать еще раз эту книгу!* |
| **Text:** | Uncle Buncle’s House |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *(1-2 minutes)*  We read Uncle Buncle’s house yesterday and we came across some problems that we needed to fix up. We came to parts in the book that sounded right, looked right, but did not make sense. We went back and fixed our mistake, and then we reread to sound fluent. Now that we know all of the words, we’re going to read the entire story from beginning to end. When readers finish solving all of the tricky words, they go back and reread the whole story to learn and enjoy the book without stumbling over all those tricky words. We do this because readers reread the whole book to understand and enjoy the story! |
| ***Teach:***  Demonstration: (Teacher begins to read the book, stopping once or twice to fix-up a couple of words using different fix-up strategies.)Wow! That was really hard work. Did you notice how I stumbled on a couple of words? I used my fix up strategies to figure out the words, but now I’m going to go back and reread this book. Sometimes when we are fixing up our mistakes, we forget what we are reading about. It is very important to go back and reread the story so that you can enjoy it, but also so you can remember it. I do this because readers reread the whole book to understand and enjoy the story. |
| ***Active Involvement:***  Now it is your turn to read and reread a book with a partner. Remember that good readers reread the whole book to understand and enjoy the story, so if you make some mistakes, be sure to go back and reread it again so that you can understand it and enjoy it. (Have students choose a short book from their book box to read to their partner. Partner 1 reads, fixes up words as they go and then rereads entire story, trying not to make any mistakes. Repeat with Partner 2. Have them continue to practice until they have read it without making any mistakes.) |
| ***Link:*** *(1-2 minutes)*  Now it is your turn to read and reread a book of your own. As you finish your book you might notice that you had to work really hard to read the story. Maybe you stumbled on lots of words, or had to read certain parts over and over. If that is the case, go back and reread the whole book to understand and enjoy the story. |
| **Mid-Workshop Teaching Point**:  Observes students. Remind them to go back and read the entire story if they had trouble the first time through. |
| **Share:** |

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| **Unit 5 Mini Lesson 12** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard To Figure Out Words |
| **Goal:** | Readers smooth out the rough parts- after doing that we make sure our reading looks right, sounds right and makes sense, we reread to put it all back together |
| **Teaching point:** | Partners help each other by reminding each other to fix-up and read again fluently |
| **Catchy phrase:** | Let’s read it again! |
| **Text:** | The Chick and the Duckling by Mira Ginsburg (or other simple Big Book) |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  We’ve been practicing reading fluently so we DON’T sound like racecars or robots. Remember, we WANT to sound like we are telling an interesting story! Today we’re going to learn to help each other read fluently, even after we get stuck! We’ll do this by reminding each other to use fix-up strategies and THEN we’ll to go back and reread the same part fluently. That way it will sound interesting!  Partners help each other by reminding each other to fix-up and read again fluently.  Good reading partners can say, “Let’s read it again.” |
| ***Teach:***  My reading partner Teddy (a puppet or stuffed animal) is going to help me remember how to read fluently. Watch and listen as he tells me, “Let’s read it again.”  *(Teacher starts reading the book,* The Chick and the Duckling )  A Duckling came out of the sh….ship, show, shell?  Hmmm, What strategy could I use? I know, I’ll try a running start.  A Duckling came out of the SHELL.  I figured it out!  (puppet says) Let’s read it again.  (Teacher and puppet reread together fluently).  A Duckling came out of the shell. “I am out!” he said.  (puppet says) I’m so glad I could help by reminding you to fix-up and read again fluently.  (teacher says) Yes, thank you!  (Puppet says) Can we try another page?  (teacher) Yes, listen to this.  “I am taking a w…wiggle? Work? Wild? Wind?  Oh no, what strategy could I use? I know, I’ll say the beginning and ending sounds.  w......k. w….k, WALK!  puppet says) Let’s read it again.  (Teacher and puppet reread together fluently).  “I am taking a walk,” said the Duckling.  (puppet says) I’m so glad I could help you by reminding you to fix-up and read again fluently.  (teacher) Yes, thank you so much. |
| ***Active Involvement:***  *Now it’s YOUR turn to be my partner. Remember you need to tell me…*  *Let’s read it again.*  *Say it with me… (students repeat with teacher) Let’s read it again*  *Here I go….*  “I am di…… a hole, “ said the Duckling.  I know, it’s DIGGING. Now what do you tell me?  (students respond) Let’s read it again.  (Teacher points as students reread with her.)  “I am digging a hole.”  (repeat process with another page)  And always remember, partners help each other by reminding each other to fix-up and read again fluently |
| ***Link:***  *(1-2 minutes)*  *Today with your partner, remember to help each other by reminding your partner to fix-up and read again fluently. Tell him “Let’s read it again.” That way, it will smooth and interesting.* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 5 Mini Lesson 13** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard To Figure Out Words |
| **Goal:** | Readers smooth out the rough parts- after doing that we make sure our reading looks right, sounds right and makes sense, we reread to put it all back together. |
| **Teaching point:** | Readers are good partners by listening to what is being read and monitoring for meaning.  Los compañeros de lectura escuchan con atención para aprender lo que alguien está leyendo.Партнёры слушают друг друга и контроллируют смысл прочитанного. |
| **Catchy Phrase:** | I listen to understand.  Escucho y entiendo  Я слушаю и понимаю. |
| **Text:** | The Secret of Spooky House |
| **Standard:** | 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  1.SL.2 Ask and answer questions about key details in a text read aloud |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:** (1-2 minutes)  We have been working on reading fluently to sound great and to understand what we are reading. Today you will be reading with a partner and listening to see if you understand what they are reading. Good partners understand by listening to what is being read. When your partner is reading, you want to be paying attention so that you understand what is happening in the story. |
| **Teach:**   1. Demonstration: (Teacher reads pages 2-5 and uses a puppet to help model. Teacher reads the page fluently and then asks puppet, “What did you understand?” Puppet says, “I understand that the monster child really wanted popcorn, and he is upset that his parents won’t let him have some.” Keep reading.)   (Teacher reads page 6 to puppet.)What did you understand?  (Puppet says, “I don’t understand why he threw the food and drink at the wall.” What do you think?   1. (Teacher explains what they think the part was about.)I think the monster child was angry because his parents kept trying to give him everything but the popcorn that he wanted. See how he shouts, Popcorn! Popcorn! Popcorn! That tells me he wants popcorn, not mud pie or caterpillar juice. See how I listened to understand what was happing? Good readers understand by listening to what is being read. |
| **Active Involvement:**  (Teacher chooses another page from the same big book. Teacher reads the page aloud) Remember, partners understand by listening to what is being read.  Partner 1 says to partner 2, “I understand \_\_\_\_\_\_\_\_\_\_\_\_,” and then keeps reading. Or “ I don’t understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_. What do you think?”  Teacher reads another page. Repeat with Partner 2 |
| **Link:**  (1-2 minutes)  Remember partner’s help each other understand what each part is about. They do this by listening, because partners understand by listening to what is being read to them. |
| **Mid-Workshop Teaching Point:** What do you do if both partners don’t understand the part? You ask your partner to reread it and try again! |
| **Share:** |

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| **Unit 5 Mini lesson 14** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard to Figure Out Words |
| **Goal:** | Readers can show off our reading. (Confidence as a reader! Presenting our reading!) |
| **Teaching point** *(Kid language!)***:** | Readers pick “good fit” (topic) books for our audience by thinking about what they find interesting.  *Los lectores escogen libros con temas que sean perfectos para nuestra audiencia.*  *Как подобрать книгу для моиx друзей или родныx.* |
| **Catchy Phrase:** | My friend would love to hear this book!  *І A mi amigo le encantaría escuchar este libro!*  *Моему другу понравится эта книга!* |
| **Text:** | A variety of text in a tub with books preselected about topics your friends would enjoy reading. |
| **Chart (?):** |  |
| **Standard:** | 1. SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.  c. Ask questions to clear up any confusion about the topics and texts under discussion. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *We have been working on making sure our partners understand what we are reading. We are going to be doing a lot of work on how to read to an audience. Today we are going to learn how to choose a book that our friend would love to hear us read. Before we pick a book to read to a friend we are going to think: Would my friend love this book? Because, readers pick “good fit” (topic) books for our audience by thinking about what they find interesting. We want to find a book that makes us say: My friend would love to hear this book!* |
| ***Teach:***  Watch and listen as I show you my thinking about how I go about choosing a book to read to my friend \_\_\_\_\_\_\_\_ (chose a colleagues names) Hmmm….Let’s see, (riffles thru a basket of books) Mrs. \_\_\_\_\_\_\_\_\_\_\_\_ really loves cats. I know because she is always showing me pictures of her kitties. Oh look here! Here is a non-fiction book about how to take care of your cat. Perfect!  Hmmm, here is a book about making paper airplanes. Mrs. \_\_\_\_\_ has never mentioned to me if she likes planes or not. I know that she really would not like it if someone was to fly one in her class. So this is not a good fit book for me to read to her. (Teacher puts it back in the box).  Look! Another book about cats! This one is a fiction text. (Leafs thru) and it is silly! Look the cat is acting like a dog! Mrs. \_\_\_\_\_\_ really likes funny stories, I know because we like to laugh together. I found another good fit book to read to my friend! Readers pick “good fit” (topic) books for our audience by thinking about what they find interesting. I can definitely say that my friend would love to hear this book! |
| ***Active Involvement:***  Teacher will select a big book and present to the students and ask the following question: Who do you think in this class would love to hear this book? Tell your partner why? Remember, to say: “My friend would love to hear this book...”  *Repeat with another book.* |
| ***Link:***  Now you need to choose a book that your friend would love to hear you read. When you have found a book for your friend, meet with that friend and tell them why you chose the book you have. Ask your friend if they liked the book you picked to see if you made a good book choice for that friend. Off you go! |
| ***Mid-Workshop Teaching Point:***  Remember, be sure you are thinking about what your friend would like, not what you like! |
| ***Share:***  Pick a couple of students to share who did an excellent job of thinking of what their friends would like. |

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| **Unit 5 Mini Lesson 15** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard to Figure Out Words |
| **Goal:** | Readers can show off our reading. (Confidence as a reader! Presenting our reading!) |
| **Teaching point** *(Kid language!)***:** | Readers get ready to perform by practicing their rate of reading.  *Los lectores practican su lectura y se aseguran de no leer muy rápido o muy despacio.Читатели готовятся к выступлению перед своими родными и друзьями.* |
| **Catchy Phrase:** | “I practice and practice to make my reading rate sound great!”  *“¡Practico y práctico para que mi velocidad suene perfecto!”*  *Я читаю снова и снова, чтобы прочитать всем вслуx.* |
| **Text:** | Familiar text/students bring book boxes to carpet or teacher chooses a known poem to pass out to partners or post in front of class. |
| **Chart (?):** |  |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday you picked out special books keeping in mind what would be interesting for your audience to hear.  Today we are going to practice our reading so it sounds fluent, so that our reading rate isn’t too fast or too slow. We do not want to read like a racecar nor a snail. It is important for us to practice and practice because when we read to someone, we want them to really love what we are reading. Readers get ready to perform by practicing their rate of reading. |
| ***Teach:***  (Teacher will read and reread a familiar text several times and reflect each time and explicitly explain what happened.)  Listen and watch as I demonstrate how I would practice to get ready to read to someone else. First, I am going to practice reading several times. While I am reading, I am going to remember and think about how I am reading because I want you to enjoy listening to me read.  (Teacher reads by syllable/chunks (not smooth) and thinks out loud): Hmmm, that reading sounded really broken up/choppy/boring. It was like a snail (use different metaphor if you don’t care for this one) I need to continue practicing, because readers get ready to perform by practicing their rate of reading.  (Teacher reads text over very fast and thinks out loud) :  Now, that was better but it sounded like I was racing someone. My racecar reading (use different metaphor if you don’t care for this one) is too fast for my audience to understand what I am reading. I practice and practice to make my reading rate sound great!  (Teacher rereads text smoothly with correct rate.)  That was much better; I didn’t read so slow that my audience would get bored, or too fast that they would lose meaning. This was just right!  Did you see that? I practiced and practiced to make my reading rate sound great because, readers get ready to perform for our loved ones by practicing. |
| ***Active Involvement:***  Teacher uses chosen materials for students to practice with partner. Remember, partner A practices reading and partner B listens and shares if reading was fluent by saying that was race car reading/robot reading/just right. Switch partners. Remember, I practice and practice to make my reading rate sound great! |
| ***Link:***  From now on, when you are practicing with your partner, remember that you might have to practice three or more times until the reading rate sounds great. Don’t forget: I practice and practice to make my reading rate sound great! |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Pick a student or two to share who really improved as they practiced today. |

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| **Unit 5 Mini lesson 16** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard to Figure Out Words |
| **Goal:** | Readers can show off our reading. (Confidence as a reader! Presenting our reading!) |
| **Teaching point** *(Kid language!)***:** | Readers get ready to perform by practicing reading with intonation.  *Los lectores.practican la entonación de su lectura antes de leerle a alguien.*  ***Читатели готовятся к выступлению перед своими родными и друзьями.*** |
| **Catchy Phrase:** | “I practice and practice my intonation to make my book sound great!”  *“¡Practico y practico hasta que suene perfecto!”*  ***Я читаю снова и снова, чтобы прочитать всем вслуx.*** |
| **Text:** | Use a text that has !, ? in it so that you can model your voice changing/students brings book boxes to carpet. |
| **Chart (?):** |  |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** Remember yesterday we learned that by practicing our rate of reading, we can make our books sound great. Today we are going to practice again, but today we are going to be focusing on our intonation while we read. We will continue practicing until we find the intonation that helps our listeners understand the story best. Remember, readers get ready to perform our reading by practicing reading with intonation. |
| **Teach:**  First let’s think about what we know about intonation. Remember that intonation is when your voice changes showing that you are reading questions, or exclamation marks. It is what brings our characters and dialogue to life. Watch and listen as I show you what it looks like when I don’t think about my intonation.  (Teacher read a page or two of text with dialogue of questions or exclamation but reads in in a MONOTONE voice). “  Hmmm, that reading sounded really boring. It was like a robot and it really did not make any sense to me.  I need to practice some more before I can read it to someone else. I practice and practice to make my book sound great! Readers get ready to perform our reading by reading with intonation.  Hmmm, I see here that there is a question mark here. That means that my voice needs to change to show that a question is being asked. Oh and here there is an exclamation mark showing that this character is excited, so once again my voice needs to change.  Okay, so once again watch and listen as I read again thinking about my intonation.  (Teacher reads text over again paying attention to the areas of expression)  Wow, what a difference! Did you hear that? My voice changed with the ? and with the!  It worked! I practiced to make my book sound great! Readers get ready to perform our reading by practicing reading with intonation. |
| ***Active Involvement:***  Now it is your turn to help me. As I am reading, give me a thumb up or to the side if my intonation matches the punctuation in the text. (Read several paragraphs or lines of text pausing to allow students to give you a thumb up or to the side).  Good job, I saw that each of you were really paying attention to the exclamation points and question marks and listening and watching to make sure I was too because I practice and practice my intonation to make my book sound great! |
| ***Link:***  When you are practicing with your partner, you might have to practice a couple of times until you get the intonation right. That is great because I practice and practice my intonation to make my book sound great! |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Have selected students who are doing well reading with intonation read segments to the class. |

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| **Unit 5 Mini lesson 17** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard to Figure Out Words |
| **Goal:** | Readers can show off our reading. (Confidence as a reader! Presenting our reading!) |
| **Teaching point** *(Kid language!)***:** | Readers read with feeling by using rate and intonation together.  Los lectores leen con expresión usando entonación y fluidez. |
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| **Text:** | Familiar text |
| **Chart(?):** |  |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  We’ve been having so much fun learning to show off our great reading to others. We’ve learned to read with both intonation and rate. This helps makes our reading sound like we’re telling an interesting story to a friend. When we read like this it brings our books to life and others can’t wait to hear what happens next. We do this because readers read with feeling by using rate and intonation together. |
| ***Teach:*** *(Demonstration)*  Listen as I read this page with correct rate, but not intonation. (Teacher reads section of a book with good pacing but no expression.)  Did I read this page with feeling? Well, I think my rate was pretty good. I paused at the commas and stopped at the periods. I read at the same rate as if I were talking with a friend.  But…I know that I need to use rate WITH intonation. How was my intonation? Hmmmm…I don’t think I changed my voice enough. When I saw an exclamation point I really didn’t sound excited. When I got to a question mark, it didn’t really sound like a question.  So… let me try that again using BOTH rate and intonation to make sure I’m reading with feeling. I need to remember that readers read with feeling by using rate and intonation together.  (Reread text with great rate and intonation.)  (Read another page and this time read with good intonation but a poor rate. Do another think aloud and then reread with good rate AND intonation). |
| ***Active Involvement:***  OK, now you are going to have the chance share with your partners what you learned.  I’m going to read this page and you are going to tell your neighbor if I read with good rate, with good intonation or both.  (Teacher reads a page with correct rate, but no intonation).  Ok, turn to your partner and give her a thumbs up if I read with a good rate and thumbs down if I didn’t. (give students a chance to respond).  How about my intonation? Give a thumbs up for good or thumbs down for no.  (Continue with another example)  So, please don’t forget that readers read with feeling by using rate and intonation together |
| ***Link:*** So today and every day when you go out to read, remember to read with feeling by using rate and intonation together. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 5 Mini Lesson 18** |

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| **Unit of Study:** | We Can Be Our Own Teachers When We Work Hard to Figure Out Words |
| **Goal:** | Readers can show off our reading. (Confidence as a reader! Presenting our reading!) |
| **Teaching point** *(Kid language!)***:** | Reading partners help each other sound great by giving each other feedback.  *Los compañeros de lectura se corrigen entre sí para leer mejor.*  *Партнёры помогают друг другу читать с выражением.* |
| **Catchy Phrase:** | You sound great when you read!  *¡Te escuchas bien cuando lees!*  *Так звучит лучше!* |
| **Text:** | Familiar text |
| **Chart(?):** | Sentence stems for students to use:  Too fast! Try slowing it down.  Too slow! Try it again a little quicker.  You sound great when you read! |
| **Standard:** | 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Remember yesterday we practiced using our face and voice to show feeling while we read. Today our partners will listen to us read and give us feedback if we need to fix our rate, or intonation or if we are doing really, really well! When we are doing really, really well we will tell our partners…You sound great when you read!  Partners help each other make our reading sound great by giving them feedback. |
| **Teach:**  (Teacher will choose a student to help them demonstratereading with a partner and giving their partner feedback.)  \_\_\_\_\_ is going to be my partner and help me show you what it looks and sounds like to give someone feedback on their reading. So watch and listen to us. Remember, partners help each other make our reading sound great by giving them feedback.  So, \_\_\_\_\_\_ remember if I read with a too fast or too slow rate or without intonation, be sure to let me know in a kind way.  We have the sentence stems on the board for you to use if you need help.  (Teacher models reading to partner and reminds them that their job is to listen and see if I read too slow, too fast or just right. Example: teacher reads text too slowly and students give teacher feedback. Teacher reads again this time very quickly and same student gives feedback again. Then teacher reads one more time reading smoothly and student gives feedback again. )  Student tells teacher … You sound great when you read! Or That was race car/robot reading/just right.  Did you see what \_\_\_\_\_\_ did? He helped me make my reading sound great by giving me feedback. |
| **Active Involvement:**  Teacher selects a big book and ask student A to read the page and student B will tell them how they did with their reading. You sound great when you read!  Now partner B will read a page and partner A will tell them how they did with their reading.  You sound great when you read! |
| **Link:**  Now it is time for you to go read with your partner. Remind your partner it is their job to give you feedback on your reading. Remember to use the sentence stems to help you.  Partners help each other make our reading sound great by giving them feedback. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |