**Unit 6 Table of Contents**

*Reading Across Genres to Learn About a Topic*

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| [Lesson 13](#lesson13) | Readers solve tricky words by looking for syllable and word parts that they know.  Los lectores averiguan palabras difíciles usando la silaba y partes de la palabra que ya conocen. | 37-38 |
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| **Lesson 17** | Readers read smoothly by re-reading the sentence again. | *missing* |

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| **Grade 1 Reading Unit 6**  **Unit of Study Planning Template** | Dates |

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| Unit: | #6 *Reading Across Genres to Learn About a Topic* |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * *Readers Read to Learn- We Work with Partners to Read about Topics across Fiction and Nonfiction* * *Readers Grow Ideas from Information* * *Readers Figure Out Tricky Words and Learn New Vocabulary* * *Readers Use Fluency to Comprehend* |

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| Essential Questions:  *(These should be aligned with Goals.)* | * *How do readers pull information from text and distinguish between fact and fiction?* * *How can we use our reading strategies to help us read to learn?* * *How do we use new vocabulary to share the information we learned?* |

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| Standards: | 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Distinguish long from short vowel sounds in spoken single-syllable words. 2. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. 3. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 4. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).   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.   1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.  1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.  1.RI.2 Identify the main topic and retell key details of a text.  1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  1.RI.7 Use the illustrations and details in a text to describe its key ideas.  1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.  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*).   1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). |

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| Key Vocabulary: | Genre, nonfiction, fiction, theme, topics, poetry, mystery, facts, connections, opinion, compare, contrast |

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| Anchor Texts: |  |

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| Other Resources: |  |

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

Unit of Study At A Glance Planner

| **UNIT:** *Reading Across Genres to Learn About a Topic* | | | |
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| **GOAL:**  Readers Read to Learn- We Work with Partners to Read about Topics across Fiction and Nonfiction | **GOAL:**  Readers Grow Ideas from Information | **GOAL:**  Readers Figure Out Tricky Words and Learn New Vocabulary | **GOAL:**  Readers Use Fluency to Comprehend |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers get ready to learn more about a topic by shopping for books about topics that fascinate them. (p. 101) 1.RML.6-1 * Readers learn even more about topics by reading a variety of different genres of books on their topic. (p. 101) 1.RML.6-2 * Readers find facts in books by reading across genres. (p. 102) MWTP-Readers need to keep an open mind that something might or might not be true. (p. 102) 1.RML.6-3 * Readers prove a fact by finding it in other books. (p. 102) 1.RML.6-4 * Readers understand their books by making connections between fiction and non-fiction books that are on the same topic. (p. 102) 1.RML.6-5 | * Readers collect interesting information by pausing and thinking about what they read. (p. 103) MWTP-Sharing particularly interesting information 1.RML.6-6 * Readers understand new information by making connections. (p. 103)   1.RML.6-7   * Readers compare and contrast information from books on the same topic by looking for what is the SAME and what is DIFFERENT between them. (p. 103) 1.RML.6-8 * Readers come up with big ideas by gathering information from a variety of texts. (p. 103) MWTP: You might need to look in a 3rd text before coming up with your big idea. (p. 104) 1.RML.6-9 | * Readers increase their vocabulary by collecting words about their topic. (p. 103, 104) 1.RML.6-10 * Readers figure out tricky words by using the first sound and words they know (or have heard) about their topic.   (p. 104) 1.RML.6-11   * Readers figure out tricky words by thinking about what is happening in the story (even when there aren’t any pictures!) (p. 104)   1.RML.6-12   * Readers solve tricky words by looking for syllable and word parts that they know. (paragraph 2) (p. 105)   1.RML.6-13   * Readers figure out what a word means by looking at the pictures and thinking about what is happening in the story.(p. 105) 1.RML.6-14 | * Readers understand their books better by reading like they talk. (p.106)   1.RML.6-15   * Readers understand more by reading with expression. (p. 106) 1.RML.6-16 * Readers read smoothly by re-reading the sentence again. (p. 106) 1.RML.6-17 |

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| **WORKSHOP CALENDAR FOR:** | **Grade 1, Reading Unit 6** | Dates: Apr 1-Apr 26 |
| **Unit of Study: Unit 6** | *Reading Across Genres to Learn About a Topic* |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 4/1  Readers get ready to learn more about a topic by shopping for books about topics that fascinate them.  1.RML.6-1 | 4/2  Readers learn even more about topics by reading a variety of different genres of books on their topic.  1.RML.6-2 | 4/3  Readers find facts in books by reading across genres.  1.RML.6-3 | 4/4  Readers prove a fact by finding it in other books. 1.RML.6-4 | 4/5  Readers understand their books by making connections between fiction and non-fiction books that are on the same topic.  1.RML.6-5 |
| 4/8  Work Day | 4/9  Readers collect interesting information by pausing and thinking about what they read.  1.RML.6-6 | 4/10  Readers understand new information by making connections.  1.RML.6-7 | 4/11  Readers compare and contrast information from books on the same topic by looking for what is the SAME and what is DIFFERENT between them.  1.RML.6-8 | 4/12  Readers come up with big ideas by gathering information from a variety of texts. 1.RML.6-9 |
| 4/15  Readers increase their vocabulary by collecting words about their topic.  1.RML.6-10 | 4/16  Readers figure out tricky words by using the first sound and words they know (or have heard) about their topic. 1.RML.6-11 | 4/17  Readers figure out tricky words by thinking about what is happening in the story (even when there aren’t any pictures!)  1.RML.6-12 | 4/18  Readers solve tricky words by looking for syllable and word parts that they know.  1.RML.6-13 | 4/19  Furlough Day |
| 4/22  Readers figure out what a word means by looking at the pictures and thinking about what is happening in the story.  1.RML.6-14  1.RML.6-14 | 4/23  Readers understand their books better by reading like they talk.  1.RML.6-15 | 4/24  Readers understand more by reading with expression.  1.RML.6-16 | 4/25  Readers read smoothly by re-reading the sentence again. 1.RML.6-17 | 4/26  Furlough Day |

\*\*\* Frontload in Shared Reading- Chunk words by looking for parts you know (paragraph 2) (p. 105)

\*\*\*Consider library set up- topic collections

\*\*\*Review good fit/just right books (p. 100)

**Unit of Study Assessment Checklist**

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| Unit 6: | *Reading Across Genres to Learn About a Topic* |

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| Name | Distinguish fiction from nonfiction. | Identify facts in fictional story. | Makes connections. | Identifies main idea. | Use multiple strategies to solve words. | Use multiple strategies to determine word meaning. | Reads fluently. | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 6 Mini lesson 1** |

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| **Unit of Study:** | Reading Across Genres to Learn about a Topic |
| **Goal:** | Readers read to learn – We work with partners to read about topics across fiction and nonfiction |
| **Teaching point** *(Kid language!)***:** | Readers get ready to learn more about a topic by shopping for books about topics that fascinate them.  **Los lectores buscan libros sobre temas que les fascinan.** |
| **Catchy phrase:** | What topics do I like? What do I want to learn about?  **¿Cuáles temas me gustan? ¿De qué quiero aprender?** |
| **Text:** | Texts from various genres and topics to demonstrate the variety of possibilities. |
| **Chart(?):** | Brainstorm topics of interest / expertise of the kids. |
| **Standard:** | 1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1.  1.RL.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Remember when we were reading nonfiction books, we were learning about lots of different things. Now you are going to become experts on a topic that fascinates you. The first thing we have to do is decide which topics we will study and “shop” for books about that topic. Readers get ready to learn more about a topic by shopping for books about topics that fascinate them. |
| ***Teach:***  I’m going to start making a list of topics that I’m interested in. (Jot down some topics for which you have some books in your class library).  Ooh, I also know a lot about \_\_\_\_\_ and I want to learn more about that too (add it to the list).  Last night on TV, I saw a show on sharks. I had no idea sharks were so interesting. I am going to put them on my list.  Wow! I am interested in a lot of things.  Now I’m going to look at this list of things that interest me, and see if I can find books about them. It doesn’t matter if it is a fiction text or non-fiction text or a song or a poem.  So let me see…Hmmm. I see here that I want to learn more about sharks. I am going to look for books about sharks because readers get ready to learn more about a topic by shopping for books about topics that fascinate them.  (Get out a basket of books pre made to fit one of your topics. (sharks)). Hmm, what is this book about? (Go through the books and show a variety of books/genres. Talk about how they are all about the same topic (sharks)).  “Wow, I’m fascinated by sharks! I’m going to put these in my book box.” |
| ***Active Involvement:***  Now I want you guys to think about topics that you’re interested in. Remember, readers get ready to learn more about a topic by shopping for books about topics that fascinate them. Turn and talk to your partner about something that you want to read and learn more about. (Repeat some of the topics the kids were discussing).  Great! Now I am going to show you a few different books from various book bundles. Turn and share with your partner what the topic is for each bundle. (Hold up several bundles/books and give students time to share topics). |
| ***Link:***  Good job! Today, you are going to explore the book bundles that interest you. You will choose books for your book boxes on topics that interest you. Be sure to try to get different genres of texts. Some fiction and non-fiction as well as a poem or song. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini lesson 2** |

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| **Unit of Study:** | Reading Across Genres to Learn about a Topic |
| **Goal:** | Readers read to learn – We work with partners to read about topics across fiction and nonfiction |
| **Teaching point** *(Kid language!)***:** | Readers learn even more about topics by reading a variety of different genres of books on their topic.    **Los lectores aprenden más escogiendo libros de diferentes géneros sobre el mismo tema.** |
| **Catchy phrase:** | What kind of book IS this? **¿Qué tipo (clase) de libro es?** |
| **Text:** | Texts from various genres and topics to demonstrate the variety of possibilities. |
| **Chart(?):** |  |
| **Standard:** | 1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we made a list of topics that interested us. Then we shopped for books about those interesting topics. Today we’re going to learn that readers read lots of different types of books when we want to learn about something. These different types of books are called genres. We already know lots of stuff about two genres, non-fiction and fiction. So we want to make sure that we have both of these genres of books in our bags. Remember, readers learn even more about topics by reading a variety of different genres of books on their topic. |
| ***Teach:***  The first thing I always do when I begin a new book is look through the pictures to figure out what kind of text it is. (Teacher shows examples of each of these genres as she talks about them).  Is it fiction? Is it nonfiction? Or is it something else? Hmmm…let me see. Oh this is easy because we are experts on non-fiction and fiction. This one is fiction. (Points to book). And this one is non-fiction! (Points to another book).  Hmmm….what about this one? It is not non-fiction, and it is not really fiction. I think it is a poem. Ah! That is another genre! Poetry! And look it is my topic! I am so excited. I have a non-fiction text, a fiction text and now a poem about sharks.  Look here is another one. It is not a poem, really. It says sing to the tune of Row, Row, Row Your Boat. Huh, Oh I know. It is a song! It is a song about a shark that can be sung just like Row, Row, Row your boat!  So let me see. I have a non-fiction text, a fiction text, a poem and a song. They are all about sharks!  I have a lot of different genres of texts to read about sharks. Readers learn even more about topics by reading a variety of different genres of books on their topic.  I am ready to learn! |
| ***Active Involvement:***  Now I’m going to hold up a book / text. I want you to turn and tell your partner what kind of book it is and what makes you think that. Readers learn even more about topics by reading a variety of different genres of books on their topic. (Teacher holds up book and looks at pages briefly. Partners discuss genre. Repeat process for fiction, nonfiction, poetry, song, allowing partners time to take turns identifying each genre. |
| ***Link:***  Also remember, today and always when you are reading books about a topic you’re interested in you can figure out what kind of book you’re reading by looking at the pictures. So now I want you to go out with your partner and look at the books you have about your topic. Decide what kinds (genres) of books they are and tell your partner why you think that. Readers learn even more about topics by reading a variety of different genres of books on their topic. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

***Note: You may need to do a mini-lesson on what poetry is and what its text features are.***

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| **Unit 6 Mini lesson 3** |

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| **Unit of Study:** | Reading across genres to learn about a topic |
| **Goal:** | Readers read to learn –we work with partners to read about topics across fiction and non-fiction |
| **Teaching point** *(Kid language!)***:** | Readers find facts in books by reading across genres.  ***Los lectores encuentran datos/hechos reales leyendo diferentes géneros.*** |
| **Catchy phrase:** | I found a fact! ¡***Encontré un dato/hecho real!*** |
| **Text:** | Don’t Eat the Teacher! By Nick Ward ( ¡No te comas a la maestra!)  The Three Little Fish and The Big Bad Shark by Ken Geist |
| **Chart(?):** |  |
| **Standard:** | 1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we learned to shop for books across genres about one topic so that we can learn even more about our fascinating topics. Today we are going learn how to find facts and information in other genres of texts, like in fictional stories. Readers find facts in books by reading across genres. |
| ***Teach:***  I am going to choose this book, because it is fictional. I know it is fictional because it has silly illustrations of a shark talking. I know that sharks do not talk.  I know that in a fictional book I can find facts. I am going to read part of this book to try to find a fact or information that I know it is real because readers find facts in books by reading across genres.  Oh, look! Here is a fact! Look how the shark opens his mouth wide to gobble something up. I know that is a fact, I saw it on the t.v. special about sharks last week. Oh but here he is gobbling the table up and I know that sharks don’t really eat tables. Funny!  Did you see that? I found a fact in a non-fiction text! YES!  Hmmm, what else?  Oh look here, he is swimming really fast chasing his friends. That is a fact! Sharks do swim really fast, even though they don’t really play chase/tag. I found another fact! Readers find facts in books by reading across genres. |
| ***Active Involvement:***  Now it’s your turn. I am going to show you a picture and read a piece of another fictional text about sharks. You turn to your partner and tell them what the fact is from the page.  (Teacher shows/reads pages from the text and allows student partnerships time to respond).  Good job, remember, readers find facts in books by reading across genres. |
| ***Link:***  Today and from now on when you read fictional stories look for facts or true information. Practice with your partner finding facts and explain how you know it is a fact. Readers find facts in books by reading across genres. |
| **Mid-Workshop Teaching Point:**  Readers need to know to keep an open mind that something might or might not be true. |
| **Share:** |

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| **Unit 6 Mini Lesson 4** |

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| **Unit of Study:** | Reading across genres to learn about as topic |
| **Goal:** | Readers read to learn –we work with partners to read about topics across fiction and non-fiction |
| **Teaching point** *(Kid language!)***:** | Readers prove a fact by finding it in other books.  Los lectores comprueban los datos/hechos reales encontrando la información en otros libros. |
| **Catchy phrase:** | I found the same fact here and here!  ¡Encontré el mismo dato/hecho aquí y aquí! |
| **Text:** | Two texts with same topic  Plant Life-National Geographic  Plants We Use-Lisa Shulman |
| **Chart (?):** |  |
| **Standard:** | 1.RI.2 Identify the main topic and retell key details of a text.  1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.  1.RI. 9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  We have been learning how to find facts and information in fictional books. When you read, you are discovering lots of new information that you didn’t know before. Sometimes the information is true, and sometimes it’s not true. You can prove that it is true by finding the same information in a different book! Readers prove a fact by finding it in other books. Today you will learn how to find the same fact in different books. |
| ***Teach:***  *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  I am going to read the first part of this book. (Teacher reads up to page 9 in Plants We Use). Wow! It says that our house and our clothes are made from parts of plants! Did you know that your house and clothes were made from plants? Hmmm, I am going to see if I can find this in another book because good readers prove a fact by finding it in other books.  Let’s see, this book is called Plant Life. (Read up to page 17 where it talks about the many different ways we use plants). It says here that people use wood from trees to build houses, and they use cotton and straw from plants to make clothing! I found the same information in two different books! Good readers prove a fact by finding it in other books.  (Repeat with another fact if needed.) |
| ***Active Involvement:***  Now teacher reads a fact from a book then chooses another book to confirm the fact. As she reads, she tells the students to signal (raise your hand or thumbs up) when they hear the fact is confirmed. Repeat again with different fact. |
| ***Link:*** Today and from now on when you read fictional stories you can ask yourself: “If I have only seen this once, then I should probably check other books to prove it is a fact.” |
| **Mid-Workshop Teaching Point:** Sometimes, you can use the index or table of contents to help find a fact that you are looking for in another book. |
| **Share:** |

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| **Unit 6 Mini Lesson 5** |

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| **Unit of Study:** | Reading Across Genres to Learn about a Topic |
| **Goal:** | Readers read to learn – We work with partners to read about topics across fiction and nonfiction |
| **Teaching point** (Kid language!)**:** | Readers understand their books by making connections between fiction and nonfiction books that are on the same topic.  Los lectores entienden sus libros cuando hacen conexiones entre sus libros de ficción y no ficción acerca del mismo tema. |
| **Catchy phrase:** | How is this book like the nonfiction book I read about \_\_\_\_\_\_\_?  ¿En qué se parece este libro al libro no ficción que leí sobre \_\_\_\_\_? |
| **Text:** | A fiction book on a particular topic. Have also a previously-read nonfiction book on the same topic to refer back to. |
| **Chart(?):** |  |
| **Standard:** | 1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  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. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We have been reading lots of fiction and nonfiction books that are about the same thing. We have read nonfiction books about animals and we have read fiction books about animals. Sometimes different books have the same information, and as a reader it is important to make connections between your books. Readers understand their books by making connections between fiction and nonfiction books that are on the same topic. |
| **Teach:**  (Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)  Remember when we read this nonfiction book about (sharks)? We got a lot of information from it, right? Well, here’s another book about (sharks), but this one is fictional. (Point out a couple of characteristics that make it fiction. Read a couple of pages of the fiction book and think aloud) Hmm… What in this book connects to the nonfiction book I just read? Is any of the information from the nonfiction book showing up here in this fictional story? (You can model jotting down the connection on a post-it note). For example, here in this fictional story the shark gets really hungry and tries to eat a seal. Oh, and that’s like in this nonfiction book, when we read that sharks eat smaller animals like seals. There’s a connection between the fiction story and nonfiction book we read. We can get information about sharks from both books! Readers understand their books by making connections between fiction and nonfiction books that are on the same topic. |
| **Active Involvement:**  (Choose another page from the fictional (shark) story where there is a connection to the nonfiction book you’ve already read. Have partners turn and talk about how the fiction story connects to the nonfiction book. Have them repeat the catchy phrase.) How is this book like the nonfiction book I read about (sharks)? (Repeat process, having partners take turns.) |
| **Link:**  Readers understand their books by making connections between fiction and nonfiction books that are on the same topic…So today when you read your books about your topic, read a nonfiction book first. Then, read a fictional book and think about how the fictional book connects to the nonfiction book. How is this book like the nonfiction book I read about \_\_\_\_\_\_\_?” |
| **Mid-Workshop Teaching Point:**  Pass out sticky notes and have students jot their connections down between the fiction and nonfiction books. Then they can get with their partner and share these connections. |
| **Share:** |

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| **Unit 6 Mini Lesson 6** |

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| **Unit of Study:** | Reading Across Genres to Learn About a Topic |
| **Goal:** | Readers Grow Ideas from Information |
| **Teaching point** *(Kid language!)***:** | Readers collect interesting information by pausing and thinking about what they read.  Los lectores recopilan información interesante, haciendo pausas para pensar en lo que han leído. |
| **Catchy phrase:** | “This is interesting because...!” “Esto es interesante porque...!” |
| **Text:** | Koalas, The Dominie World of Animals by Graham Meadows and Claire Vial |
| **Chart(?):** | Post sentence frames |
| **Standard:** | 1.RI.2 Identify the main topic and retell key details of a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  We have been reading many different types of books to learn more information. Today we are going to be reading a nonfiction book to collect information that we think is interesting. Later, we’ll be able to share that information with a friend. After we read an interesting part, we’re going to pause and say to ourselves: “This part is interesting! It’s about \_\_\_\_\_\_\_\_\_.  Readers collect interesting information by pausing and thinking about what they read. | | |
| ***Teach:*** *(Demonstration)*  Watch how I collect information so that I can share the interesting information with a friend!  (Turn to page 5 and read the 2nd paragraph aloud.)  That is interesting! It’s about How Koalas sleep. They hold on to the branches with their legs so they don’t fall down!  See how I paused and thought about the interesting information? I’m going to put a sticky note on this page so that I can share the information with a friend later.  Readers collect interesting information by pausing and thinking about what they read.  I’m going to keep reading and see if there’s another interesting part.  (Read page 11 aloud.)  This part is interesting! It’s about the Koala’s feet. They have a toe that looks like a thumb.  Did you see how I paused and thought about that part. I’m going to put another sticky note here so I remember this part.  Readers collect interesting information by pausing and thinking about what they read. | | |
| ***Active Involvement: Now you’re going to practice.***  Readers collect interesting information by pausing and thinking about what they read.  (Teacher reads the first paragraph from page 13 aloud.)  Partner A, tell your partner something interesting that you heard.  Don’t forget to say, “This part is interesting! It’s about \_\_\_\_\_\_\_\_\_\_.”  (Teacher listens to partners sharing and then shares what a couple of students shared.)  Partner B, it’s your turn. Listen carefully.  (Teacher read the 2nd paragraph from page 13 aloud.)  Partner B, tell your partner something interesting that you heard.  Don’t forget to say, “This part is interesting! It’s about \_\_\_\_\_\_\_\_\_\_.”  (Teacher listens to partners sharing and then shares what a couple of students shared.)  Remember, readers collect interesting information by pausing and thinking about what they read. | | |
| ***Link:***  Today as you are reading on your own, remember to pause after reading something interesting and say to yourself, “This part is interesting! It’s about \_\_\_\_\_\_.” Then mark the page with a sticky note. (Give each student 2 sticky notes to start with.)  Readers collect interesting information by pausing and thinking about what they read. | | |
| **Mid-Workshop Teaching Point:**  Have students get together with partners to share their interesting information. | | |
| **Share:** | | |
| **Unit 6 Mini Lesson 7** |

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| **Unit of Study:** | Reading Across Genres to Learn About a Topic |
| **Goal:** | Readers Grow Ideas from Information |
| **Teaching point** *(Kid language!)***:** | Readers understand new information by making connections.  Los lectores entienden nueva información haciendo conexiones. |
| **Catchy phrase:** | “This makes me think of…” “Esto me hace pensar de…” |
| **Text:** | Plants We Use by Lisa Shulman, On Our Way To English level J |
| **Chart(?):** |  |
| **Standard:** | 1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we learned about finding interesting information while we were reading. Sometimes, we think something is interesting because we can make a connection from our lives to the information from the book or we remember something that we read in another book. Remember, this is called a text - to – self connection. Other times, we think about another book that we’ve read that said something similar. This is a text – to – text connection. Today, we will be collecting interesting information and understand that information better by making connections to the new information.  Readers understand new information by making connections. |
| ***Teach:*** *(Demonstration)*  I’m going to show you how to collect more information to share with a friend by thinking about our text – to – self connections or our text – to – text connections as we read.  (Teacher reads pg. 3.)  This makes me think of that when I eat an apple, I’m eating a plant.  I just made a text- to – self connection. I can mark this with a sticky note (model how to draw the sign for a connection on the sticky note) and then I can put it in my book so that I can share the information later with a friend.  Now I’m going to read another part of the book.  Readers understand new information by making connections. (Read pg. 5.)  This makes me think another book that I read about how they make t-shirts and sweatshirts out of cotton. Those are made out of a plant!  I just made another text – to – self connection. I’m going to put another sticky note so that I remember this part.  Readers understand new information by making connections. |
| ***Active Involvement:***  It’s your turn to practice and collect some information by making connections.  (Teacher reads pg. 6.)  Partner A, turn to your partner to tell them a connection that you have with this page.  Remember to say, “This makes me think of \_\_\_\_\_\_\_\_\_\_\_.”  (Teacher listens to students sharing and then shares a couple of student’s connections.)  Partner B, it’s your turn. (Teacher reads pg. 7.)  Partner A, turn to your partner to tell them a connection that you have with this page.  Remember to say, “This makes me think of \_\_\_\_\_\_\_\_\_\_\_.”  Teacher listens to students sharing and then shares a couple of student’s connections.) Readers understand new information by making connections. |
| ***Link:***  Remember while you are reading to think about what connections you have and use the sticky notes to mark the page where you had the connection. You are collecting information to share with a friend later on.  Readers understand new information by making connections. |
| **Mid-Workshop Teaching Point:**  Now sit with your partner and share the information that you learned by making the connections while you were reading.  Readers understand new information by making connections. |
| **Share:** |

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| **Unit 6 Mini Lesson 8** |

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| **Unit of Study:** | Reading Across Genres to Learn About a Topic |
| **Goal:** | Readers Grow Ideas from Information |
| **Teaching point** *(Kid language!)***:** | Readers compare and contrast information from two books on the same topic by looking for what is the SAME and what is DIFFERENT between them.  Los lectores comparan y contrastan la informacion sobre el mismo tema en diferentes libros comparando lo que es igual y lo que es diferente. |
| **Catchy phrase:** | “These books are the same because...” “These books are different because...”  “Estos libros son similares porque...” “Estos libros son diferentes porque...” |
| **Text:** | Born to Be a Butterfly and Monarch Butterfly |
| **Chart(?):** |  |
| **Standard:** | 1.RI.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Readers, you’ve been reading lots of texts this year. You’ve read poems and songs and signs and books! (Point around to the different examples of these texts in the room as you list them.) The books you’ve read have been fiction books that tell a story, and nonfiction books that you use to learn new facts and information. We’re going to be talking about the nonfiction books today!  We are using lots of nonfiction books to do our research on butterflies in science. That’s what readers do when they want to learn about a new topic – they try to read lots of books about that one topic. Like these two books that we’ve been reading: Born to Be a Butterfly and Monrach Butterfly!  One thing you might have noticed is that when you read more than one nonfiction book is that some of the parts are the same! When you read two books on the same topic you can compare and contrast them. That means that there will be some parts that are the SAME and some parts that are DIFFERENT.  Readers compare and contrast information from books on the same topic by looking for what is the SAME and what is DIFFERENT between them. When we find those parts, we say, “This book is the SAME because...” or “This book is DIFFERENT because...” |
| ***Teach:*** *(Demonstration)*  I want you to listen closely while I show you how I do this with these two books that we know. (Hold up the two books and put on a thinking face looking back and forth between the two mumbling about searching for similarities and differences.)  Hmmm...I’m looking for parts that are the SAME or parts that are DIFFERENT. How are these the SAME? How are these DIFFERENT? Hmmmm...  Oh! I found something that is the SAME? Both of these books are about butterflies! Look- these books are the SAME because they both have pictures of butterflies on the covers. They are also the SAME because the word butterfly is in the title of both of the books!  Do you see how I looked at both the nonfiction books and thought about how they are the SAME?  Now I’m going to show you how I think about how my books are DIFFERENT.  (Hold up the two books and put on a thinking face looking back and forth between the two, flipping through pages and mumbling about searching for differences.)  Hmmm....I’m looking for parts that are DIFFERENT. How are these books DIFFERENT? Hmmm...  Oh! I found something that is DIFFERENT! This book is only about one kind of butterfly – a Monarch. That is DIFFERENT from the other book because this books has many different pictures of different kind of butterflies. (Show pictures while discussing.)  Did you notice how hard I worked to compare and contrast my books by finding parts that are the SAME and parts that are DIFFERENT? I looked close and thought hard and used the words SAME and DIFFERENT when I found those parts.  Readers compare and contrast information from two books on the same topic by looking for what is the SAME and what is DIFFERENT between them. |
| ***Active Involvement:***  Now it’s your urn to try this had work! I’m going to keep comparing and contrasting my books by looking for parts that are the SAME and parts that are DIFFERENT. I want you to listen closely while I do this and then turn to your partner and tell them what you hear me say. Did I use the words SAME and DIFFERENT and did I find parts that are the SAME and DIFFERENT?  First, I’m going to think out loud about my books and I want Partner A to listen very close and share with their partner. Listen closely to me as I talk about my books. If a I’m comoparing and contrasting them you will hear me say the words SAME and DIFFERENT. If you don’t hear those words, I am not doing my job. Now listen..”  (Provide positive examples of the work on compare and contrast and by mumbling about sAME and DIFFERENT while flipping through the texts.)  Oh! Here is a place where my books are DIFFERENT. These books are DIFFERENT because Born to Be A Butterfly has an index at the end. This helps me find parts in the book that I want to read. Monarch Butterflies doesn’t have an index. If I want to find something, I have to read the whole book! So, that’s another way these books are DIFFERENT – one has an index and the other one doesn’t!  Partner A, think about what you just saw and heard and tell your partner what I did. Did you hear me use the words SAME and DIFFERENT? Did you see me find a place where the books are the same or DIFFERENT? Go ahead and chat.  (Repeat with Partner B taking on the role. This time provide another positive example – both books use actual photographs. Make sure to repeat think out loud searching for SAME and DIFFERENT and then repeat what is the SAME and show the images Then have Partner B articulate what they saw and hear.  Partner B, think about what you just saw and heard and tell you partner what I did. Did you hear me use the words SAME and DIFFERENT? Did you see me find a place where the books are the SAME or DIFFERENT? Go ahead and chat. |
| ***Link:***  Now it’s your turn to go off and do this work! As you are doing your research, reading lots of nonfiction books, I want you to pull out two books on the same topic and then compare and contrast those books. Think about what parts of the books are the SAME and what parts are DIFFERENT. As researchers, it is important that we are thinking across books, not just about one. Readers compare and contrast information from books on the same topic by looking for what is the SAME and what is DIFFERENT between them. When I confer with you today, I expect to see and hear you searching for parts that are the SAME and parts that are DIFFERENT in your books. |
| **Mid-Workshop Teaching Point:**  Everyone stop for a minute. You’ve been comparing and contrasting your books by looking for parts that are the SAME and DIFFERENT. I want to know who has found parts that are the SAME in your books. (Every kid should hold up their hand.) Now, let me see who found parts that are DIFFERENT. |
| **Share:** |

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| **Unit 6 Mini Lesson 9** |

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| **Unit of Study:** | Unit 6 – Reading Across Genres to Learn about a Topic, Informational Books, Stories and Poems |
| **Goal:** | Readers Grow Ideas from Information (extend ideas by using various texts)  Los lectores extenden sus ideas cuando leen varios textos |
| **Teaching point** *(Kid language!)***:** | Readers come up with big ideas about a topic by gathering information from a variety of texts. (They read lots of books about bears and come up with, “All bears hibernate.”)  Los lectores forman una idea principal obteniendo información de una variedad de libros. |
| **Catchy Phrase:** | Readers think about what they read, and then form a big idea.  Los lectores piensan en lo que leyeron y forman una idea principal. |
| **Text:** | Use 2 Familiar texts (book, poem, magazine, etc.) about the same topic. Example: Tu gatito y tú (Cómo cuidar a tu primera mascota) by Jean Coppendale, and El gato (¿Por qué ronronean los gatos?) by Apple Jordan, both published by Scholastic |
| **Chart:** | In this text I learned\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  This text said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  The big idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **Standard:** | 1.RI.7 Use the illustrations and details in a text to describe its key ideas.  1.RL.7Use illustrations and details in a story to describe its characters, setting, or events.  1.RI.2 Identify the main topic and retell key details of a text. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  We’ve been learning a lot about collecting information about a topic by using a variety of texts. Today, we are going to learn how to take the information from two *different* books and come up with a big idea. |
| **Teach:** (Demonstration)  (Teacher reads 1-2 pages from each book that talk about a similar subtopic, for example: p. 4 of Tu gatito y tú, and p. 2 of El gato.)  Readers think about what they read, and then form a big idea.  In this book I learned that they like to purr and they like when people pet them.  This book says that cats purr when they are happy with life.  The big idea is that cats purr when people pet them because it makes them happy.  (Teacher reads 1-2 pages from each book that talk about a similar subtopic, for example: p. 16 of Tu gatito y tú, and p. 29 of El gato.)  This book says not to hit a cat or pull on its whiskers.  In this book I learned that cats have very sensitive whiskers, which help them walk in the dark.  The big idea is that we should be careful when we touch a cat’s whiskers because they are very sensitive.  Readers think about what they read, and then form a big idea. |
| **Active Involvement:**  (Teacher chooses 2 other pages in the two texts about the same subtopic and reads them to the class.)  Readers think about what they read, and then form a big idea.  Partner A, you will tell your partner something you learned, using this pattern: “In this text I learned\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”  Partner B, you will tell your partner something you learned, using this pattern: “This text said \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”  Then both partners will say the big idea they came up with:  “The big idea is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.” |
| **Link:**  When you go off to read today, take this sticky note and write down one of the big ideas that you come up with after reading two or three texts about your topic, because:  Readers think about what they read, and then form a big idea. |
| **Mid-Workshop Teaching Point:**  Sometimes, you might find information that doesn’t agree with another text. Then, you might have to look in a 3rd text before coming up with your big idea |
| **Share:**  (Two students who did a great job finding a big idea share with the class.) |

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| **Unit 6 Mini Lesson 10** |

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| **Unit of Study:** | Reading Across Genres to Learn About a Topic |
| **Goal:** | Readers Figure Out Tricky Words And Learn New Vocabulary |
| **Teaching point** (Kid language!)**:** | Readers increase their vocabulary by collecting words about their topic.  Los lectores aumentan su vocabulario cuando aprenden palabras acerca de su tema. |
| **Catchy phrase:** | Good readers are word collectors.  Los buenos lectores son coleccionistas de palabras. |
| **Text:** | A couple of nonfiction texts about a very specific topic (for example, [Goats/ Las Cabras (Animals That Live on the Farm/Animales Que Viven En La Granja)](http://www.amazon.com/Goats-Cabras-Animals-Animales-Granja/dp/0836842871/ref=sr_1_12?s=books&ie=UTF8&qid=1362696564&sr=1-12&keywords=las+cabras) by JoAnn Early Macken, and [Mountain Goats/ Cabras monteses (Animals That Live in the Mountains/Animales De Las Montañas](http://www.amazon.com/Mountain-monteses-Mountains-Animales-Monta%C2%A4as/dp/1433925044/ref=sr_1_4?s=books&ie=UTF8&qid=1362696711&sr=1-4&keywords=las+cabras%2C+goats)) by JoAnn Early Macken. |
| **Chart:** | Word bank titled “Goats” with a drawing/photo of a goat, and room to write vocab words |
| **Standard:** | 1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Boys and girls, remember how yesterday we talked about learning new big ideas from our nonfiction books? Well, sometimes one of the things we can learn from our nonfiction books is new words! Today, we are going to learn how good readers grow their vocabulary on a topic, because:  Good readers are word collectors! |
| **Teach:**  (Using several books on one theme, teacher will look for words that are common across the books.) I see some interesting words in both of these books about goats: pezuñas, barba, lana. I’m going to write them in my word bank here, under the title “Goats”. I’ll draw a picture of a goat & label those three parts, so I will remember what those words mean.  Good readers are word collectors! Today we collected words about goats. |
| **Active Involvement:**  (Using the same set of books on the same topic, teacher will read a page from a couple of them—ones with common vocabulary.) Let’s think about any new words you heard that we could add to our word bank. Partner A, tell partner B a word you heard that you think we could add. Say, “I think we should add the word \_\_\_\_\_\_\_\_\_\_.” (pause) OK, now partner B, tell partner A a word you think we should add. (pause) Raise your hand if you want to share your idea with the class. Yes, “cuernos” and “ubres” would be great words to add to our picture.  Look at you, becoming good readers! Good readers are word collectors. Now we have 5 words in our bank! |
| **Link:**  Today and every day when you read about a topic, remember that good readers are word collectors. As you read today, look for new words that help you learn about your topic. |
| **Mid-Workshop Teaching Point:**  Boys and girls, here is a paper you can use to start your own word bank! On the line at the top, write what the topic is that you’re reading about. Underneath, you can write all the new words you’re learning, and even draw a simple little picture for each one to help you remember them!  Remember, good readers are word collectors. |
| **Share:**  I saw \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_ adding a lot of words and pictures to their word banks! Can you two come up and show us your word banks on the Docucam? We are all good readers, because good readers are word collectors, and we collected a lot of new words! |

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| **Unit 6 Mini Lesson 11** |

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| **Unit of Study:** | Reading Across Genres to Learn About a Topic |
| **Goal:** | Readers Figure out Tricky Words and Learn New Vocabulary |
| **Teaching point** *(Kid language!)***:** | Readers figure out tricky words by using the first sound and words they know or have heard about their topic.  Los lectores usan el sonido inicial y palabras que han escuchado sobre su tema para averiguar palabras difíciles. |
| **Catchy phrase:** | Check the first letter and say a word about the topic  Pienso en el primer sonido y digo una palabra del tema |
| **Text:** | Book from yesterday with list of words (word bank) |
| **Chart:** |  |
| **Standard:** | 1.RF.4 Use context to confirm or self-correct word recognition and understanding, rereading as necessary  1.RF.2C c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we began collecting words about our topic. Today, we are going to use what we know about our topic to help us solve tricky words. Sometimes, we are able to predict what the word will be by using the first sound and thinking about words that would make sense. This often helps us get “unstuck” when we can’t use our other strategies.  Readersfigure out tricky words by using the first sound and words they know or have heard about their topic. |
| ***Teach:***  ***(***Teacher uses one of the books from the previous day and the word bank that was generated from that book. Teacher picks a page with a word that has topic specific vocabulary not listed on the word bank.)  Sometimes, when we are reading a book about something we know about, we come across a word we need to solve. We can use what we know about the topic to help us problem solve the word.  Check the first letter and say a word about the topic  (Teacher reads up to the word, and thinks aloud.)  I am stumped, I don’t know this word… yesterday, we made word banks to collect new vocabulary. I wonder if this word is on my word bank?...No, I don’t see it.  (Teacher tries other strategies that don’t work as well.)  I am going to ask myself what I already know about this book that will help me solve the word? Hmmm....This book is about firemen. There is smoke when there is a fire. The word could be smoke, it does start with an “s” and it makes sense in the sentence.  Check the first letter and say a word about the topic  (Try out several more examples from the book.)  Readers ask, “What do I already know about this that will help me solve the word?”  Check the first letter and say a word about the topic |
| ***Active Involvement***  (Teacher chooses another page from same book and reads up to a word that is covered with only the first sound showing.)  Partner A, check the first sound and think of a word that it could be.  Check the first letter and say a word about the topic  Tell your partner what you think it is. (Listen in as students share.)  Hmmm....I heard some people say this word, \_\_\_\_\_\_\_\_\_\_\_\_. Let’s try it out.  (Uncover word and have students read the sentence together, saying the word that you heard.)  Does that make sense? Does it look like the word that we see here? I think that’s it!  Partner B, it’s your turn. (Teacher reads up to another covered up word and show only the first sound.)  Check the first letter and say a word about the topic  Partner B, tell your partner what you think the word could be. (Listen as students share.)  This is what I heard many of you say, “\_\_\_\_\_\_\_”. Let’s check it. (Go back and reread sentence with the word.) Yes, that’s what it says.  We checked the first letter and said a word about the topic. This helped us get unstuck!  Readers figure out tricky words by using the first sound and words they know or have heard about their topic. |
| ***Link:***  So today when you go out to read about your topic, remember to ask yourself, “What do I already know about this that will help me solve the word?”  Check the first letter and say a word about the topic |
| **Mid-Workshop:**  Sometimes we can’t figure out a word because it’s a new word that we’ve never heard before. If this happens, you can write the word down on a sticky note and share it with your partner to see if they know the word or share it with your teacher.Hand out sticky notes to students who think they have a word that they really don’t know. |
| **Share:** |

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| **Unit 6 Mini lesson 12** |

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| **Unit of Study:** | Reading Across Genres to Learn About a Topic |
| **Goal:** | Readers figure out tricky words and learn new vocabulary |
| **Teaching point** *(Kid language!)***:** | Readers figure out tricky words by thinking about what is happening in the story (even when there are no pictures!)  Los lectores piensan en lo que está pasando en el cuento/historia para resolver palabras difíciles.  Pensemos en lo que está pasando para resolver la palabra difícil.  Catchy Phrase: What word would make sense here? |
| **Text:** | The Runaway Bunny by Margaret Wise Brown or any other book with little or no picture support |
| **Chart:** |  |
| **Standard:** | 1.RF.4 c. Use context to confirm or self-correct word recognition and understanding. rereading as necessary.  1.L.4 a. 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:*** Many of you are starting to read harder and harder books. That is so exciting because your books will become more and more interesting and you will be learning so many new things. Some of these books won’t have many pictures to help us figure out what is going on in the story; so how will we figure out tricky words with no pictures? Don’t worry, there are other strategies we can use to help us figure out these words and understand what we read. One of those strategies is to *think about what is happening in the story. We ask ourselves, what word would make sense here?* | | |
| ***Teach:*** Watch and listen as I try to figure out some tricky words in this book by thinking about what is happening in the story and asking myself, “What word would make sense here?”  (Read first two pages of book to students and continue reading on third page…).  “If you become a fish in a trout stream,” said his mother, “I will become a\_\_?\_\_ and I will fish for you.”  Uh-oh, I’ve come to a tricky word. The picture doesn’t really help me figure out the word. I’ll need to think about what is happening in the story and ask myself what word would make sense here.  OK, the bunny’s mom just told the little bunny that if he ran away she would run after him. Then he told his mom that he would become a fish and swim away from her.  Let me read the last sentence again to help me think about what might make sense here.  “If you become a fish in a trout stream,” said his mother, “I will become a \_\_\_\_\_ and I will fish for you.  Well, the tricky word must be someone that fishes, because it says, “I will fish for you.” What word means someone that fishes? Fisherman! Someone that fishes is a fisherman. Let me see if that word makes sense here.  “I will become a fisherman and fish for you.” Yes, it makes sense, and the word looks right too.  The tricky word is “fisherman.”  Did you notice how I thought about what was happening in the story and what word would make sense? I didn’t even really need the pictures to help me.  (do another example from book)  Now it’s your turn to practice figuring out tricky words with your partner. | | |
| ***Active Involvement:***  *Listen as I read the following page from our book. Let’s pretend that the word I skip is a tricky word.*  *“If you become a rock on the mountain high above me, “said his mother, I will be a \_\_?\_ climber, and I will climb to where you are.”*  *Ok, think about what is happening in the story and what word would make sense here. Partner A ask Partner B,* What word would make sense here? Partner B say, “I think the word is \_\_\_\_ because\_\_\_\_\_.  (have students share with partners)  I heard (insert student’s name) say that she thought the word was “mountain.” I also heard her say that she knew this because she knew that the mom bunny was following the baby bunny wherever she went. She also knew that a “mountain climber” is someone that climbs. | | |
| *“***Link:**  Today and every day when you read from your own books, remember that even without pictures, you can still figure out tricky words by thinking about the story and asking yourself, “What would make sense here.” | | |
| **Mid-Workshop Teaching Point:** Partners work together to solve tricky words. | | |
| **Share:** Invite partners who you overhear using this strategy to share with the whole group. | | |
| **Unit 6 Mini lesson 13** |

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| **Unit of Study:** | Reading Across Genres to Learn about a Topic |
| **Goal:** | Readers Figure out Tricky Words and Learn New Vocabulary  Los lectores averiguan palabras difíciles y aprender vocabulario nuevo. |
| **Teaching point** *(Kid language!)***:** | Readers solve tricky words by looking for syllable and word parts that they know.  Los lectores averiguan palabras difíciles usando la silaba y partes de la palabra que ya conocen. |
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| **Text:** | The Runaway Bunny (can be either a fiction or nonfiction book) |
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| **Standard:** | 1.RF.3.E Decode 2 syllable words following basic patterns by breaking the words into syllables. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Yesterday we talked about how we could figure out hard words even when there are no pictures, or the pictures don’t help us much. We thought about what was happening in the story and asked ourselves, “What word would make sense here?”  But what do we do if that strategy doesn’t work? There’s good news. There are plenty of other strategies we can use! One of these great strategies is to solve tricky words by looking for syllables and parts of words we already know! |
| ***Teach:*** (If you are reading from a big book have the tricky words previously covered. If you are reading from a small book, write the tricky words on the board for students to see as you come to them.)  Watch and listen while I solve tricky words by looking for syllables and word parts that I know. (teacher opens book and starts reading.)  “If you become a crocus in a hidden garden,” said his mother, I will be a \_\_\_\_. …  Ok, my first tricky word, what do I need to do? I need to read the syllables and parts of words that I already know.  Gar-den-er, garden-er, gardener. Oh, it’s gardener. (reread sentence) I will be a gardener. Yay I figured out the word by reading the syllables and the parts I knew.  Let’s keep going. (teacher continues reading)  “If you become the wind and blow me,” said the little bunny, I will join a circus and fly away on a \_\_\_\_ ....Here’s another tricky word. I’ll try reading the syllables and the parts I know.  Well, the first part is “fly” I already know that. Oh, and I know that i-n-g says “ing” so I’ll put those two word parts together…fly-ing. That’s it. The word is flying. (reread sentence)  “If you become the wind and blow me,” said the little bunny, I will join a circus and fly away on a  Flying trapeze.”  Let’s try one more….  *“If you go flying on a flying trapeze,” said his mother, “I will be a \_\_\_\_\_\_\_”*  *T-ight-rope, tight-rope, tightrope. The word is tightrope. (reread sentence from beginning). “If you go flying on a flying trapeze” said his mother, “I will be a tightrope walker”*  *Notice how I* solved the tricky words by looking for syllables and word parts that I know? |
| ***Active Involvement:***  Now it’s your turn to try to solve words by looking for syllables and parts you know. (Teacher reads up to another tricky word.) Now with your partner, try to figure out the tricky word by looking for syllables and word parts that you know.  Have students practice with several more examples.  I heard (insert student’s name) saying “bunn-y, bunny” She knew that when you see a “y” at the end of a word it usually says “ee.” Great job looking for syllables and parts of words that you know! |
| ***Link:***  Today and every day when you go out and read, remember that we can figure out tricky words by reading the syllables and parts of words that we already know. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 6 Mini Lesson 14** |

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| **Unit of Study:** | Reading Across Genres to Learn About a Topic |
| **Goal:** | Readers Figure out Tricky Words and Learn New Vocabulary |
| **Teaching point** *(Kid language!)***:** | Readers figure out what a word MEANS by looking at the pictures and thinking about  what is happening in the story.  Los lectores aprenden el significado de una palabra usando las ilustraciones y pensando en lo que está pasando en la hostia. |
| **Catchy phrase:** |  |
| **Text:** | The Runaway Bunny, by Margaret Wise Brown |
| **Chart:** |  |
| **Standard:** | 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.  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.   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. |
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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  We have been learning many strategies to help us figure out tricky words. But…it doesn’t do us much good to be able to read a word, if we don’t understand what it means. So…it is also very important for readers to understand what those tricky words MEAN so they can understand and enjoy what they are reading. |
| Good readers figure out what a word MEANS by looking at the pictures and thinking about what is happening in the story. |
| **Teach:**  Watch and listen while I try to figure out what some tricky words mean...  “If you become a crocus in a hidden garden,” said his mother, “I will be a gardener. And I will find you.”  Hmmmm…I can read the word “crocus” but I don’t know what it means. Well, I’ll figure it out by looking at the picture and thinking about what is happening in the story.  It sounds like a “crocus” is something that grows in a garden because I just read, “If you become a crocus in a hidden garden.” What grows in gardens? Oh yeah, fruits, vegetables and flowers. So I bet a “crocus” is a fruit, vegetable or flower. Here is a picture of some flowers, so I think that “crocus” must mean a type of flower.  Remember that good readers figure out what tricky words MEAN by looking at the pictures and thinking about what is happening in the story.  (continue reading further in book)  “If you go flying on a flying trapeze,” said his mother, “I will be a tightrope walker, and I will walk across the air to you.”  I wonder what tightrope walker means? I think it means a person that walks across the air on a rope because it says “I will walk across the air to you.” I also see a picture of some rope high up in the air.  Now it’s your turn to try figuring out what a tricky word means. |
| **Active Involvement:**  (Read up to another tricky word)  Now partner A say to partner B,  I wonder what\_\_\_\_\_\_\_\_means?  Then Partner B says, I think it means \_\_\_\_\_\_\_\_\_because\_\_\_\_\_.  (Give partners time to talk)  I noticed (insert students name) saying, “I wonder what trapeze means” Then (insert partner’s name) said, “ I think it means rope because there is a picture of a rope high up in the air and the bunny is pointing to it.”  (Students practice with another tricky word)  Remember that good readers figure out what tricky words MEAN by looking at the pictures and thinking about what is happening in the story. |
| ***Link:***  Today and every day when you come to a tricky word, remember that you can figure out what the word MEANS by looking at the picture and thinking about what is happening in the story. |
| **Mid-Workshop Teaching Point:**  add on the strategy of thinking through synonyms that could take the place of the word |
| **Share:** |

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| **Unit 6 Mini Lesson 15** |

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| **Unit of Study:** | Reading across Genres to Learn about a Topic |
| **Goal:** | Readers use fluency to comprehend.  Los lectores leen con fluidez para comprender. |
| **Teaching point** *(Kid language!)***:** | Readers understand their books better by reading like they talk.  Los lectores entienden los libros mejor cuando leen con fluidez. |
| **Text:** | Class Calendar by Marvin Buckley (or any nonfiction text) |
| **Chart:** |  |
| **Standard:** | 1RF.4 Read with sufficient accuracy and fluency to support comprehension. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** We have talked a lot about the rate at which we read. We don’t want to read to slow like a robot, and we don’t want to read to fast like a race car. We have been practicing our fluency, and that means we can’t read too fast or too slow. Readers understand their books by reading like they talk.  Today we are going to read like we are talking. Think about the TV show Animal Planet or the news and how the narrator reads like he or she is talking. (teacher could show a clip) Wow, they sound great! They read like they were talking, and it made it so easy to understand! |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  (Teacher reads a sentence very fast with no fluency from a non-fiction big book) Does that sound good? Is it easy for you to understand when I read it this way? Is that how I talk? Let me show you how it sounds when I read like I am talking.(Teacher reads another sentence with fluency and expression.) That was much easier to understand! Readers understand their books by reading like they talk.  (Teacher reads another page, this time reading like a robot.) Yikes! That took me so long to read that I forget what I was reading about. That didn’t sound like I was talking at all! Let me try that again a little faster so that I can understand it. (Teacher reads it with good fluency). That was much better. It wasn’t too fast or too slow and it sounded like I was talking. I was able to understand what I was reading. Readers understand their books by reading like they talk. |
| ***Active Involvement:*** Now I want you to practice with a partner. Give me a slow down sign (hand gesture) if you think need to slow down, and a speed up sign (hand gesture) if I need to read a little faster.(Teacher reads next page in book, varying speeds so that students can practice noticing if it’s too fast or too slow. Repeat if necessary) |
| ***Link:*** Today when you are reading to your partner be sure to read like you are talking, because readers understand their books by reading like they talk. |
| **Mid-Workshop Teaching Point:** As teacher confers or works with small groups, he/she points out good examples of reading with fluency and expression. |
| **Share:** Invite 2 – 3 students to share reading like they are talking. |

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| **Unit 6 Mini lesson 16** |

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| **Unit of Study:** | Reading across Genres to Learn about a Topic |
| **Goal:** | Readers use fluency to comprehend the text.  Los lectores leen con fluidez para comprender el texto. |
| **Teaching point** *(Kid language!)***:**  **Catchy Phrase** | Readers understand more by reading with expression.  Los lectores leen con expresión para comprender lo que leen.  Read with expression… understand more!  ¡Lee con expresión y comprende más! |
| **Text:** | Unfamiliar text/big book or informational poster, students’ book bags  The Enormous Watermelon retold by Brenda Parkes and Judith Smith |
| **Chart:** |  |
| **Standard:** | 1RF.4 Read with sufficient accuracy and fluency to support comprehension |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Yesterday we learned to read like we were talking. You guys did a really good job of not reading too fast or too slow. Today we are going to learn that when we read with expression we learn and understand more. I understand more by reading with expression. |
| ***Teach:***  Watch and listen as I read this book. When I am done reading I am going to ask myself a very important question.  (Teacher re-reads a familiar text in a monotone, choppy, stumbled fashion.)  What did I just read? Ummmm….hmmm… I remember that there was an old lady and she had something in her hand. Boy I just do not remember or really get what happened!  Okay, let me read it again. This time I am going to read it with expression because, readers understand more by reading with expression.  Okay, here I go.  (Teacher then reads the same text with expression.)  Wow, what a difference! Now I get it! The little old lady planted a watermelon seed. It grew big, so big; enormous even! |
| ***Active Involvement:***  Now it is your turn. Listen and watch as I read some more of the pages give me thumbs up if I read with expression. If I stumble and read without expression give me thumbs sideways so I know to try it again. Readers understand more by reading with expression.  (Read and re-read several sections giving students time to respond). |
| **Link:**  Today as you are reading, practice using expression. Also, be ready to share what you have learned with a partner. |
| **Mid-Workshop Teaching Point:**  As teacher confers or meets with small groups, he/she encourages children to read with expression and share their comprehension of the text. |
| **Share:**  Invite 2 – 3 students to demonstrate reading with expression and sharing comprehension. |