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*Tackling Trouble*

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| **Grade 1 Reading Unit 2**  **Unit of Study Planning Template** |

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| **Unit:** | Tackling Trouble |

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| **Goals**: | * *Readers think about the story and words before they read.* * *Readers use letters, sounds, snap words and patterns to help them read.* * *Readers use fix up strategies when they know something isn’t right.* * *Partners’ help each other read.* |

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| **Essential Questions:**  *(These should be aligned with Goals.)* |  |

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| **Standards**: |  |

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| **Key Vocabulary:** |  |

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| **Anchor Texts:** |  |

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| **Other Resources:** | Continuum of Literacy, Fountas and Pinnell | |
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| **Assessment:**  ***(Including CCSS performance task.)*** | *FORMATIVE* | *SUMMATIVE* |
| Unit of study assessment checklist, Running Records, anecdotal records | Continue with Running Records |

Unit of Study at a Glance Planner

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| UNIT: Tackling Trouble: *When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder* (Assessment-Based Small-Group Work) | | | |
| **GOAL:**  Readers think about the story and how the words will go before we read the words | **GOAL:**  Readers use all we know about letters, sounds, patterns, and snap words to help us read | **GOAL:**  Readers make sure they check and fix their words when they notice something is not quite right | **GOAL:**  Partners help each other read |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers “prepare” themselves to read by looking at the cover, back and title and thinking what the book is about before they look at the words in the book. *1.RML.2-1* * Readers get ready to read the words by using what they already know from the title, and the pictures. *1.RML.2-2* * Readers can retell a story by using their fingers and words such as first, then, next, after that, finally *1.RML.2-3* * Readers can figure out new words by using what they already know about other words.*1.RML.2-4* * Readers can figure out new words by looking closely at the letters and patterns in the words. *1.RML.2-5* * Readers can figure out new words by looking all the way across a word and by checking the picture. *1.RML.2-6* | * Readers can figure out new words by using snap words to read the tricky parts. *1.RML.2-7* * Readers always check on their own reading to know if it’s right by asking themselves questions   *1.RML.2-8*   * Readers make sure it sounds right by rereading *1.RML.2-9* * Readers understand their books by having partners help them retell the story *1.RML.2-10* * Readers can use the pictures to help them figure out tricky words. When we need help, we might look at the picture and ask ourselves, "What do I see in the picture? What could that word be? *1.RML.2-11* * To help figure out tricky words, readers remind themselves to check the picture, check the word. *1.RML.2-12* | * When I get stuck I think, “Get a running start.” *1.RML.2-13* * Readers pay attention as they read. If something feels wrong, they ask, “Does that make sense?” “Does that sound right?” Then they fix it up. *1.RML.2-14* * Readers pay attention as they read. If something feels wrong, they ask “Does that make sense?” “Does that sound right?” “Does that look right?” Then, they fix it up! *1.RML.2-15* * Readers pay attention as they read. If something feels wrong, they ask “Does that make sense?” “Does that sound right?” “Does that look right? Then, they fix it up! *1.RML.2-16* | * Coaches nicely help their partners find mistakes when they read. *1.RML.2-17* * Coaches help their partners fix their own mistakes. *1.RML.2-18* * Partners retell what they’ve read to make sure they both understand the story.   *1.RML.2-19*   * Readers fix up the tricky spots by rereading to make sure their voice sounds right. *1.RML.2-20* |

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| **WORKSHOP CALENDAR FOR:** | 1st Grade Reading Unit 2 | Date: Oct. 8 – Nov. 13 |
| ***Unit of Study: Unit 2*** | Tackling Trouble Unit 2 | Charts: None |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 8  Readers “prepare” themselves to read by looking at the cover, back and title and thinking what the book is about before they look at the words in the book  1.RML.2-1 | 9  Readers get ready to read the words by using what they already know from the title, and the pictures.  1.RML.2-2 | 10  Conferences-no school | 11  Conferences-no school | 12  No school |
| 15  Readers can retell a story by using their fingers and words such as first, then, next, after that, finally.  1.RML.2-3 | 15  Readers can figure out new words by using what they already know about other words.  1.RML.2-4 | 17  Readers can figure out new words by looking closely at the letters and patterns in the words.  1.RML.2-5 | 18  Readers can figure out new words by looking all the way across a word and by checking the picture.  1.RML.2-6 | 19  Mini-lesson choice day |
| 22  Readers can figure out new words by using snap words to read the tricky parts.  1.RML.2-7 | 23  Readers always check on their own reading to know if it’s right by asking themselves questions  1.RML.2-8 | 24  Readers make sure it sounds right by rereading  1.RML.2-9 | 25  Readers understand their books by having partners help them retell the story  1.RML.2-10 | 26  Readers can use the pictures to help them figure out tricky words. When we need help, we might look at the picture and ask ourselves, "What do I see in the picture? What could that word be?"  1.RML.2-11 |
| 29  To help figure out tricky words, readers remind themselves to check the picture, check the word.  1.RML.2-12 | 30  Mini-lesson choice day | 31  When I get stuck I think, “Get a running start.”  1.RML.2-13 | 1  Readers pay attention as they read. If something feels wrong, they ask, “Does that make sense?” “Does that sound right?” Then they fix it up.  1.RML.2-14 | 2  Readers pay attention as they read. If something feels wrong, they ask “Does that make sense?” “Does that sound right?” “Does that look right?”  Then, they fix it up!  1.RML.2-15 |
| 5  Readers pay attention as they read. If something feels wrong, they ask “Does that make sense?” “Does that sound right?” “Does that look right?”  Then, they fix it up!  1.RML.2-16 | 6  Mini-lesson choice day | 7  Coaches nicely help their partners find mistakes when they read.  1.RML.2-17 | 8  Coaches help their partners fix their own mistakes.  1.RML.2-18 | 9  Partners retell what they’ve read to make sure they both understand the story.  1.RML.2-19 |
| 12  Readers fix up the tricky spots by rereading to make sure their voice sounds right.  1.RML.2-20 | 13  Culminating Activity |  |  |  |

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| **Unit of Study Assessment Checklist**  ***Unit 2 Tackling Problems*** |

\* Writing Samples: Day 1= choice writing sample. Last day = copy of published piece.

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| Name | Preview books | Make Predictions (whole story) | Retell (5 fingers) | Uses visual cues | Cross Checks | Reads high frequency words | Self -corrects | Re-reads | Coaches a partner |  | Notes |
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* = Beginning √= Developing X= Secure

*\*We will use tools as a metaphor for fix-up (reading) strategies. Use whatever metaphor works for you.☺ You might need to make sure you have previously made charts posted from unit 1.*

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| **Unit 2 Mini Lesson 1** |

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| **Unit of Study:** | Tackling Troubles |
| **Goal:** | Readers Think about the Story and How the Words Will Go Before We Read the Words |
| **Teaching point:** | Readers “prepare” themselves to read by looking at the cover, back and title and thinking what the book is about before they look at the words in the book |
| **Catchy Phrase:** | What will this book be about? |
| **Text:** | Crabby Cat at School and an unfamiliar text |
| **Chart:** | Show title, front and back covers and an image of someone thinking |
| **Standard:** | 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  We have been reading lots of books! Soon we will be reading harder and more interesting books. To do this we need to continue using the strategies, or tools, that we have learned about. (Point to previously posted charts). We also need some new tools in our toolbox.  Today we are going to learn about one tool we can use to help us read harder books: Readers prepare themselves to read by looking at the front and back cover, the title, and thinking about what the book is about before they look at the words in the book.  Readers ask themselves, “What will this book be about?” (Gesture-hands upside and question face-see photo) |
| **Teach:** Demonstration  I am going to share my thinking to show you how I get myself ready to read a book. One of the first things I am going to do is read the title, then I will think about what it means. This book is called, Crabby Cat at School. So the title tells me the cat isn’t happy because crabby means not very happy. I ask myself “what is this book about?” I think in this story the cat is going to be grumpy.  Next, I am going to look at the cover illustrations front and back and ask myself “what is this book about?” Here is a picture of the cat and he doesn’t look happy, he looks mad. The other animals look happy to be at school. I think this book is going to be about a cat who doesn’t like school, but his friends do.  Boys and girls remember good readers ask themselves, “What will this book be about?” (Gesture-hands up and question face-see photo) |
| **Active Involvement:**  Now it is your turn to practice by looking at the front and back cover, the title, and thinking about what the book is about before you look at the words in the book. When you are done, ask yourself, “What will this book be about?”  Let’s start by reading the title together. (Teacher shows an unfamiliar text), Partner A turn to Partner B and ask them “What will this book be about?” (Gesture-hands up and question face-see photo)  Now, Partner B tells Partner A “This book will be about…”  (Teacher listens to responses)  Now, let’s look at the illustration on the front and back covers. (Teacher shows same text), Partner B turn to Partner A and ask them “What will this book be about?” (Gesture-hands up and question face-see photo)  Now, Partner A tells Partner B “This book will be about…”  (Teacher listens to responses)  WOW great work, I heard\_\_\_\_ (share student responses)!  Remember, good readers ask themselves, “What will this book be about?” |
| **Link:**  Today and every day, after you select a book, make sure you prepare yourself to read by looking at the title and covers and asking “What will this book be about?”  You practiced with a partner, now you will get to practice by yourself. When you get a book look at the front and back covers and the title and ask yourself “What will this book be about?” (Gesture-hands up and question face-see photo) |
| **Mid-Workshop Teaching Point:** |
| **Share:**  Teacher selects a few students to model what they practiced |

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| **Unit 2 Mini Lesson 2** |

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| Unit of Study: | Tackling Trouble |
| Goal: | Readers Think about the Story and How the Words will go before we read the Words |
| Teaching point: | Readers get ready to read the words by using what they already know from the title, and the pictures. |
| Catchy Phrase: | The things I see help me read. |
| Chart: | Refer to chart from lesson 1  Question to add: What was I thinking this might say?  Does this help me figure out this word? |
| Standard: | 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. |
| Text: | Crabby Cat at School by Joy Cowley |

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| **Mini-Lesson:** (7-10 minutes total) |
| ***Connection:***  *Yesterday, we practiced how to prepare ourselves to read our books by looking at the front and back cover, reading the title and asking ourselves “What will this book be about?”.*  *Today, we are going to use all that information to help us read new and tricky words because, Tricky words are words that we have a hard time figuring out.*  Readers get ready to read the words by using what they already know from the title, the cover and the pictures. |
| ***Teach:***  *Demonstration (5-6 minutes)*  What I know so far about the story is the cat is going to school and doesn’t seem happy, but his classmates do. I’m going to read the story.  Crabby Cat went to \_\_\_\_\_\_\_ (Teacher points to, but doesn’t read the word school) Oh, this is a tricky word, I’m going to think about what I learned and ask myself “Does that help me figure out this word?”  Oh, I remember on the cover there is a picture of the school. This word starts with the letter S. So, I think it is the word school. (Read sentence again with the word school at the end). Yeah that sounds good. “What I know is helping me read!”  Now I am going to read the next page, He was very crabby to the other \_\_\_\_\_\_\_\_\_. Oh, this is a tricky word, before when I thought about the story I said his classmates were happy, maybe that’s the word.  I know that classmates starts with a c sound I am going to look at the beginning sound of the word. I know this is the letter “a” so it can’t be classmates. I am going to go back to the picture and ask myself what in the picture starts with the letter “a”.  I see that all the classmates are animals like crabby cat so the word might be animals. I will check and see if that word makes sense by reading the whole sentence again. (Teacher reads whole sentence again with emphasis on animals).  Did you notice that? “What I know is helping me read!” |
| ***Active Involvement:***  *Here is the book you looked at yesterday. Remember, this book is called Crabby Cat Goes Shopping.*  *Student partners share with each other what they learned so far about this story. (Teacher turns to a marked page that has a chosen word that the students could figure out based on what they know about the story)*  *Let’s read this page, Crabby Cat goes \_\_\_\_\_\_\_\_ and sees a little cart. I want you to turn to your partner and talk about what you know about the story that could help you figure out this word because “*readers get ready to read the words by using what they already know from the title, and the pictures”*. (Teacher chooses a student to share their thoughts and asks them what the word might be and what helped them figure out the word).* |
| ***Link:***  *Today and every day, if you come upon a tricky word remember to think about what you know from the title and the pictures on the cover to help you read because* readers get ready to read the words by using what they already know from the title, and the pictures.  *Now as you read books in your book bags if you get to a tricky word, use what you know from the title and the pictures to help you read tricky words.* |

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| **Unit 2 Mini Lesson 3** |

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| **Unit of Study:** | Tackling Troubles |
| **Goal:** | Readers Think about the Story and How the Words Will Go Before We Read the Words |
| **Teaching point:** | Readers can retell a story by using their fingers and words such as first, then, next, after that, finally. |
| **Catchy Phrase:** |  |
| **Text:** | Crabby Cat at School by Joy Cowley |
| **Chart:** | 5 finger retell chart (picture of a hand with each of the sequence words written on a finger) |
| **Standard:** | 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  1.RL.3 Describe characters, settings, and major events in a story, using key details. |

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| **Mini Lesson: (7-10 minutes total)**  **Connection:**  The last couple of days we have learned how to think about the story and how to figure out tricky words using what we know about the story. Remember before we began to read we looked at the cover, read the title and looked at the pictures. Then, we used that information to help us figure out tricky words. We were able to read the whole book!  Today, we are going to continue using all the information to retell the story that we read yesterday. I am going to show you how I retell a story using my hand because readers can retell a story across their fingers by using words such as first, then, next, after that, and finally. |
| **Teach: Demonstration**  I am going to retell Crabby Cat at School using my five fingers and all I know about the story. Before I open the book I remember that the cat looks mad but all the other animals look happy at school.  (Teacher points to fingers as she retells the story) First, Crabby Cat went to school. Then, he was mad at the other animals. Next, the other animals offered things to him and he always said no. After that, the other animals stopped talking to him and he was lonely. Finally, he decided to be nice.  Did you see how much my fingers helped me retell the story little by little? Because, readers can retell a story across their fingers by using words such as first, then, next, after that, and finally. |
| **Active Involvement:**  Now is your chance to do the exact same thing I just did. I am going to open the book to the first page, I want you to get your finger ready, say the word, “first”, and tell what is happening at the beginning. Now get your second finger ready say the word, “then”, and tell what happened. (Teacher continues the same way, pausing throughout the book, showing the pages and having the students answer).  You were able to retell the story because readers can retell a story across their fingers by using words such as first, then, next, after that, and finally. |
| **Link:**  As you are reading your books today, I want you to think about everything you already know about the story and also remember to use your 5 fingers to retell the story because “readers can retell a story across their fingers by using words such as first, then, next, after that, and finally”. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 4** |

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** | Readers Use All We Know about Letters, Sounds, Patterns, and snap words to Help Us read |
| **Teaching point *(Kid language!)*:** | Readers can figure out new words by using what they already know about other words. |
| **Catchy phrase:** | Does this word remind me of another word? |
| **Text:** | Shadows by Joy Cowley of another familiar text, familiar poem or tongue twister |
| **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 have been learning about how readers think about a story and how the words will go before we read the story. Today I want to teach you that readers use what they know about other words to help us figure out a new word. There are a lot of words that you already know how to read, I want you to use the words you already know to help figure out new words.*  *You can do this by asking yourself,” Does this word remind me of another word?”* |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  *I am going to read Shadows. As I read when I came to a new word I will stop and think and ask myself, “Does this words remind me of another word?”*  *Teacher begins reading and reads up to the word shines, she/he stops and thinks aloud, “Hm, the word “shows” starts with sh and I see an sh here and that says sh so I think the word is shines.*  *Teacher repeats with another word part from the same book.*  Readers can figure out new words by using what they already know about other words. |
| ***Active Involvement:***  Now it is your turn to practice using what you already know about other words to figure out new words. Look at the tongue twister that we have read together before. Now I am going to read up to a certain spot and stop and I want you all to say “Does this word remind me of another word?” Let’s practice together once, “Does this word remind you of another word?”  Teacher reads to a certain spot, stops and waits for students to respond with “Does this word remind me of another word?”  Teacher repeats activity above with a different word.  Because remember readers can figure out new words by using what they already know about other words. |
| ***Link:***  *Today and every day I want you to remember that readers can figure out new words by using what they already know about other words.*  *Now I want to you go read with your partner, if your partner comes to a word they don’t know you can ask them, “ Does this word remind you of another word you ?” Off you go.* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 5** |

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** | Readers Use All We Know about Letters, Sounds, Patterns, and Snap Words to Help us Read |
| **Teaching point *(Kid language!)*:** | Readers can figure out new words by looking closely at the letters and patterns in the words. |
| **Catchy phrase:** | “Do any of these letters go together to make special sounds?”  ¿Algunas de estas letras se juntan para hacer un sonido especial? |
| **Text:** | Familiar text such as The Scrubbing Machine by Joy Cowley or any text with various blends and digraphs |
| **Chart(?):** | Previously created chart made with students on blends and digraphs |
| **Standard:** | 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  Distinguish long from short vowel sounds in spoken single-syllable words.  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).  1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  Know the spelling-sound correspondences for common consonant digraphs.  Decode regularly spelled one-syllable words. |
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| **Mini Lesson: (7-10 minutes total)**  ***Connection:***  You have been learning that you can use what you know about other words to help you figure out a new word. Today I want you to learn thatreaders can figure out words by looking closely at the letters and patterns in the words. We can look closely at words and say, “Do any of these letters go together to make special sounds?” “Can I use these sounds to help me read?” | |
| ***Teach:***  (Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice) Remember when we made this chart about how two letters put together can make one sound? ( Teacher reviews the list that was generated in class). I’m going to use what we know about sounds from this chart and from other words that I know to help me with the words that I don’t know. Remember that readers can figure out words by looking closely at the letters and patterns in the words.  I’m going to read this page and stop at a word. Boys and girls remember that I already know what these words are so I’m going to pretend I don’t know what this word is so please don’t shout out the word if you know it. (Teacher reads and stops at a word that is a blend or a digraph). I need to ask myself “Do any of these letters go together to make special sounds?” Hmmm… this word starts with p-l and if I look at the chart and think about what I know about these two letters put together I remember that these two letters put together say \_\_pl\_\_\_\_ (Say the sound).  Did you see how I figured out the word by looking closely at the letters and patterns in the word?  I need to ask myself “Do any of these letters go together to make special sounds?”  Repeat this activity with several more words. | |
| ***Active Involvement:***  I am going to turn to a page in the book and read up to a word. Partner A will ask Partner B “Do any letters of these letters go together to make special sounds?” Let’s practice that, partner A “What are you going to say to partner B?” (Teacher waits for all the A’s to respond with catchy phrase)  Partner B remember to look at the chart and think about what you know about letters and sounds and tell partner A what you think the word is.  Repeat the activity on a different page, but change the partner roles.  Remember we can ask ourselves “Do any of these letters go together to make special sounds?” We can use this information to figure out new words by looking closely at the letters and patterns in words. | |
| ***Link:***  Today and everyday when you come to words you don’t know you can figure out these words by looking closely at the letters and patterns in the words. Now when you are working with your partner if one of you gets stuck on a word you can ask yourself, “Do any of these letters go together to make special sounds?” | |
| **Mid-Workshop Teaching Point:** | |
| **Share:** | |

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| Unit 2 Mini Lesson 6 |

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** | Readers Use All We know about Letters, Sounds, Patterns, and Snap words to Help Us Read |
| **Teaching point *(Kid language!)*:** | Readers can figure out new words by looking all the way across a word and by checking the picture. |
| **Catchy phrase:** | Check the picture  Check the beginning, middle and end of the word |
| **Text:** | Crabby Cat’s Shopping by Joy Cowley |
| **Chart(?):** |  |
| **Standard:** | 1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.  Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.  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.  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 that readers can figure out new words by using what they know about words, letters and patterns. Today you are going to learn that readers can figure out new words by looking all the way across a word and by checking the picture. |
| ***Teach:***(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)  When you come to a word you don’t know you can do two things to help read it:   * *Check the picture* * *Check the beginning, middle and end of the word*   Readers watch me as a try to figure out a tricky word. When I get to the tricky word I will say to myself:   * *Check the picture* * *Check the beginning, middle and end of the word*   (Teacher explicitly models and demonstrates) Watch as I read up to a post it note covering a word. I am going to look at the picture and think out loud what the word could be based on the picture. “ Hmmm… the picture looks like a cart. I think it is a cart but I better check the beginning, middle and end of the word. Let’s see the first letter is C,/c/ and middle part of the word says /r/ and the end of the word says /t/, yep that word is cart. I checked the picture and the beginning, middle and end of the word.  Teacher will repeat activity with a new word on a different page.  Remember readers can figure out new words by looking all the way across a word and by checking the picture. |
| **Active Involvement:**  Now it is your turn, readers! I am going to turn to a page and read up to a covered word.  Partner A you will remind partner B to:   * *Check the picture* * *Check the beginning, middle and end of the word*   Then partner B you will use these strategies to figure out the covered word.  Repeat whole process a second time changing the roles of the partners  Remember readers can figure out new words by looking all the way across a word and by checking the picture.  You can do this by reminding yourself   * *Check the picture* * *Check the beginning, middle and end of the word* |
| **Link**:  We have been learning that readers can figure out new words by using what they know about words, letters and patterns. When you are reading with your partner if they come to a tricky word you can remind them to  Check the picture  Check the beginning, middle and end of the word  Readers can figure out new words by looking all the way across a word and by checking the picture. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

* *Prior to teaching this lesson the teacher needs to choose a big book and create a list of high frequency words from the big book.*

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| **Unit 2 Mini Lesson 7** |

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** | Readers Use All We know about Letters, Sounds, Patterns, and Snap words to Help Us Read |
| **Teaching point *(Kid language!)*:** | Readers can figure out new words by using snap words to read the tricky parts. |
| **Catchy phrase:** |  |
| **Text:** | We Like to Play! By Ellen Tarlow ( high frequency reader #17)quency |
| **Chart(?):** | See above directions and use the chart during the mini-lesson |
| **Standard:** |  |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:***  *We have been learning how readers use all they know about letters, sounds, and patterns in words to figure out new words. Today we will learn how readers can figure out new words by using snap words to read the tricky parts. When we say “snap words” those are words you just know and you don’t have to look closely at the letters and sounds. Researchers say by time children are in first grade they should know twenty-five sight vocabulary words in a snap. This year you will learn even more.* |
| ***Teach:***  *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  *(Teacher opens book to the first page) Watch as I noticed words on the chart that are in the book. (Teacher reads off list and points out words in the book.) I am going to read this page ( as the teacher reads up to the word “draw” or another tricky word, they snap their fingers on each word showing that they know and can say the word quickly ,or in a snap.*  *I have come to a word that’s not on our list. I know the words before the tricky word so I can use these snap words to get a running start to figure out the tricky word .Now I will look at the picture to help me figure out the tricky word .I see the boy drawing, oh the word is draw.*  *Repeat activity with another page.*  *Remember readers can figure out new words by using snap words to read the tricky word.* |
| *Active Involvement:* |
| ***Link:*** |
| **Mid-Workshop Teaching Point:** |
| **Share**: |

**Unit 2 Mini Lesson 8**

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| **Unit of Study:** | Tackling Troubles |
| **Goal:** | Readers Make Sure They Check and Fix Their Words When They notice Something Is Not Quite Right |
| **Teaching point:** | Readers always check on their own reading to know if its right by asking themselves questions |
| **Catchy Phrase:** | I checked it myself! |
| **Text:** | Shadows by Joy Cowley |
| **Chart:** | Create a questions chart with the following questions: Does this make sense in the story? Does this sound right? Do the sounds I see match the word I’m saying? |
| **Standard:** | 1.RF.1 Demonstrate understanding of the organization and basic features of print.  1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  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 to use the title, the cover, the pictures to understand the story. We also used what we know about the words to help us figure out tricky words. The other day we learned that not every word is a tricky word. There are some words that we can read in a snap! Today we are going to learn how check our own reading to know if it is right and not wait for someone else to check our words because Readers always check on their own reading to know if it’s right by asking themselves questions |
| **Teach: Demonstration**  Today we are going to read the book, Shadows. As I read the story I am going to think about the questions, Does this make sense in the story? Does this sound right? Do the sounds I see match the word I’m saying? To help me figure out tricky words.  (Teacher has previously chosen 2-3 tricky words that have been covered up) I am going to read a few pages and pretend that I am having trouble reading the words. You know that I know how to read the words, but I want to show you how to check on your own reading.  I am going to read the first page and I want you to pay attention on how I check myself. When the sun shines on things, it makes shadows. (Teacher pauses and thinks, then points to the word shadows) Do the sounds I see match the word I’m saying? Let’s see? (Teacher slowly sounds out the word shadows) Sh, a, dow, s. The sounds do match the word! (Teacher flips back to the title) I remember that the title is, Shadows. I checked it and I know that I the word I read is right because readers always check on their own reading to know if it’s right by asking themselves questions. I didn’t need anyone to help me, so I am going to keep reading!  (Teacher begins to read the following page) When the sun shadows (Teacher makes an error here because the word in the book is shine) on a tree, it makes a tree shadow. (Teacher pauses and thinks and then repeats what they read before) I don’t know if this makes sense, shadows- shadow, I need to check the word . I can see now that the words don’t look alike. Do the sounds I see match the word I’m saying? (Teacher points to the word shadow and compares it to the word shines) I can see now that shadow has an ‘a’ after the /sh/ and this word has an ‘i’ after the /sh/. It can’t say shadow, hmm, it says shines! I didn’t need anyone to help me, I checked it myself! I need to reread to make sure that this time it sounds right. (Teacher rereads the page)  Did you notice that after I read each page I check what I read by asking myself the question Does this make sense in the story? Does this sound right? Do the sounds I see match the word I’m saying? Because readers always check on their own reading to know if it’s right by asking themselves questions. |
| **Active Involvement: example/non-example**  Now that you know how to check your own reading, we are going to do it together. I am going to read, pretend I am stuck on a word, and I will use these questions (teacher points to the questions) to check and fix the word. Your job will be to tell your partner what I did to check the word. (Teacher reads a page of the story and makes an error, pauses, reads the questions and thinks aloud about how to fix the word) Did you see how I checked it? Turn and tell your partner how I checked it. (Teacher asks students to tell her how she fixed the word)  (Teacher repeats with another page)  So you noticed that I … (teacher lists what the students noticed). We need to remember to always check our reading and not wait for someone to help us because readers always check on their own reading to know if it’s right by asking themselves questions. |
| **Link:**  As you read today you need to remember to always check your reading to make sure that what you are reading is right. Don’t forget to ask yourself these questions (teacher points to questions) as you read because readers always check on their own reading to know if it’s right by asking themselves questions. |
| **Mid-Workshop Teaching Point:**  One thing that you can do as when you come to a tricky word is to use our fingers to cover parts of the word we are reading so that we can check if see parts in the word that match what we are saying. |
| **Share:** |

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| **Unit 2 Mini Lesson 9** |

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| **Unit of Study:** | Tackling Troubles |
| **Goal:** | Readers Make Sure They Check and Fix Their Words When They Notice Something Is Not Right |
| **Teaching point:** | Readers make sure it sounds right by rereading |
| **Catchy Phrase:** | I fix and I reread! |
| **Text:** | Shadows by Joy Cowley |
| **Chart:** | Create a questions chart with the following questions: Does this make sense in the story? Does this sound right? Do the sounds I see match the word I’m saying? |
| **Standard:** | 1.RF.1 Demonstrate understanding of the organization and basic features of print.  1.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  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:**  Remember how we read the book, Shadows and worked on fixing words that were not right by asking ourselves questions about what we read. We thought to ourselves Does this make sense in the story? Does this sound right? Do the sounds I see match the word I’m saying? And how this helped us understand what the story was about.  As we continue using these questions while we read we also need to go back and reread to make sure it sounds right. |
| **Teach: Demonstration**  Let’s think about the work we did yesterday with the book Shadows. I began by reading the first page, I read, When the sun shadows on things it makes shadows. Is that right? No way! Oh right, yesterday I fixed it and it is shines and not shadows. Now that I know what the word says I am going to read the whole sentence again to make sure it sounds right because readers make sure it sounds right by rereading. (Teacher rereads the page)  That’s the way it sounds! I fix and I reread!  (Repeat the above with another page from the book)  As you can see, I always go back and reread to make sure each page sounds right. If I notice that something isn’t right I don’t just keep reading, I stop, check it and I read it again because readers make sure it sounds right by rereading. I fix and I reread! |
| **Active Involvement:**  (Teacher reads a page, makes a mistake, quickly fixes the word)  Since that didn’t sound right at first, I fixed the word and now I want you to read the sentence to make sure it sounds right. Go ahead and read it with your partner. (Teacher chooses a student to reread the sentence to the class) Good! Now let’s say together, I fix and I reread! We need to always make sure that after we fix a word we go back and reread the whole page just like readers do. |
| **Link:**  Remember to reread to make sure what you are reading right because readers make sure it sounds right by rereading. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 10** |

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| **Unit of Study:** | Tackling Troubles |
| **Goal:** | Partners help each other read |
| **Teaching point:** | Readers understand their books by having partners help them retell the story |
| **Catchy Phrase:** | Stop! Don’t just read, stop and understand! |
| **Text:** |  |
| **Chart:** | 5 finger retell chart (picture of a hand with each of the sequence words written on a finger) |
| **Standard:** | 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  1.RL.3 Describe characters, settings, and major events in a story, using key details. |

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| **Mini Lesson:** (7-10 minutes total) |
| **Connection:**  Remember when we read Crabby Cat at School and used our 5 fingers to retell the story? We used the words first, then, next, after that, and finally to retell the story.  Today we are going to continue retelling with the 5 fingers with the help of a partner because Readers understand their books by having partners help them retell the story. |
| **Teach: Demonstration**  (Teacher may want to practice with a partner before doing the lesson, so they know what to do)  Today I am going to read, Crabby Cat at School, and I will need a partner. (Teacher chooses a student to come up and help her model partner work) I am going to read and I am not going to stop, so you will need to remind me to stop and retell what I just read to make sure that I understand and am not just reading.  (Teacher reads two pages, her partner tells her to stop and retell. This will continue throughout the book)  Remember that we need to understand and remember the stories that we read. Partners can help us, reminding us to “Stop! Don’t just read, and understand!” |
| **Active Involvement:**  Now, you are going to be my partners. |
| **Link:** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 11** |

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| Unit of Study: | Tackling Trouble |
| Goal: | Use pics to help figure out hard words |
| Teaching point *(Kid language!)*: | Readers can use the pictures to help them figure out tricky words. When we need help, we might look at the picture and ask ourselves, "What do I see in the picture? What could that word be?" |
| Text: | Familiar big book with 4-5 words easily identified through the picture covered with sticky notes. |
| Chart(?): |  |
| Standard: | Teaching point on white board. Probably do not need permanent chart. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Readers, we've been learning how to figure out tricky words by using the letters. There is something else that can help us: the picture! Today we are going to learn how readers can use the pictures to help them figure out tricky words. (Reference chart.) |
| ***Teach:*** *Demo*  Lots of times when we are reading we will get to a word that we can't figure out no matter how hard we try to use the letters. Readers can also use the pictures to help them figure out tricky words! When we need help, we might look at the picture and ask ourselves, "What do I see in the picture? What could that word be?" (Reference chart.)  Watch me while I use this strategy.  Teacher explicitly models and demonstrates how to read up to a post it note covering a word. Stop and reference the chart reminding you to use the picture. Reference the picture and think out loud what the word could be based on the picture. I.e..- "Hmmm...the picture looks like a lady. She has kids. I bet it is a mom." Take off the post it note revealing the word "mom". "See, I was right!" I used the picture and it helped me!  Do this a second time. (NOTE: in reality, you need to do more than guess based on the picture. Those lessons are to come. Right now, the focus is just on using the picture to help.) |
| ***Active Involvement:***  Now it's your turn to try. I have covered a few more words in our books and you are going to use the pictures to help them figure out tricky words. (Reference chart.)  (Partner A and B takes turns using the strategy on the next two pages of the book. Make sure the words you cover are easily identifiable in the picture. The answers may not be correct- I.e. students may say puppy instead of dog. Let this go right now as the focus is on the PICTURE not on the WORD. Recognize the use of the pictures and the next lessons will focus on the words and cross checking across other sources.) |
| ***Link:***  Readers, it's almost time for you to go off reading now! When you do, remember that readers can use the pictures to help them figure out tricky words. (Reference chart.) |
| **Mid-Workshop Teaching Point:** |
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| **Unit 2 Mini Lesson 12** |

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** | Cross check for meaning- use picture and word |
| **Teaching point** *(Kid language!)***:** | To help figure out tricky words, readers remind themselves to:   * Check the picture! * Check the word! (Reference chart.) |
| **Text:** | Big book with 4-5 words covered with sticky notes that can be easily cross checked using the picture and word. (I.e. in Mrs. Wishy Washy, cover the words cow, pig, duck, tub, etc. on pages that feature that object.) |
| **Chart(?):** | Write up TP. Add visual for PICTURE and WORD by questions. |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Readers, we have been learning about ways to figure out tricky words. Today, we will learn a new way to figure out tricky words. This strategy is actually using two strategies at once! To help figure out tricky words, readers remind themselves to:   * Check the picture! * Check the word! (Reference chart.) |
| ***Teach:*** *Demo*  Readers, watch me as I try to figured out tricky words in our book.  To help figure out the tricky words, I will remind myself to:  Check the picture!  Check the word! (Reference chart.)  (Teacher explicitly models and demonstrates how to read up to a post it note covering a word. Stop and reference the chart reminding you to "Check the picture!". Reference the picture and think out loud what the word could be based on the picture. Then, refer to chart again reminding you to "Check the word!" then return to the post it note and slide to uncover the first letter. Use the first letter to crosscheck against the picture. I.e..- "Hmmm...the picture looks like a pig. I think it is a pig, but I better check the word. Let's see- the first letter is P. /puh/- P- /puh/- pig. Yep! That word is pig! I checked the picture and I checked the word and they match- this word is pig!")  (Do another example referencing chart each time.) |
| ***Active Involvement:***  Students partner share or make a plan in their minds… (2-3 minutes)  Now it is your turn, readers! Remember, to help figure out tricky words, readers remind themselves to:   * Check the picture! * Check the word! (Reference chart.)   I have covered up two more words that might be tricky. On the first page, Partner A will check the picture and check the word (Reference chart.) and tell Partner B what the word is. Then, we will switch for the next page. (Quickly allow children to take on the strategy as you listen in, then turn to next page for the other partner's turn.) |
| ***Link:***  So, readers, we have practiced this strategy together, now it's time for you to go off and read. When you get to a tricky word, remember: To help figure out tricky words, readers remind themselves to:   * Check the picture! * Check the word! (Reference chart.) |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 13** |

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| **Unit of Study:** | Tackling Problems |
| **Teaching point:** | When I get stuck I think, *“Get a running start.”* |
| **Text:** |  |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  ***Remember that there are a lot of words that we already know that help us read faster...Now we can put those words together to “Get a running start***  *How this fits in with what we’ve been doing**(1-2 minutes)* |
| ***Teach:(5-6 minutes) (Do some previous word work with building word families.)***  *Demonstration*  *Teachers reads a book to students and gets stuck at the end of the sentence.*  *Teacher reads first part of sentence and thinks, “I get a running start.”*  *Teacher thinks what that word could be and then cross checks with sound, parts, and picture. (All strategies learned.)*  *Teachers uses another page in book and repeats process.* |
| ***Active Involvement:***  *Teacher reads a sentence from a big book and gets stuck at a pre-planned word near the end that is covered with a sticky note.. Then has students A turn and tell a partner “Get a running start.” Partner B reads from beginning of sentence and guesses what the word might be. Teacher moves sticky note and show first sound. Student cross check with their guess. Teacher has both students go back and reread now that they know the word. Go to another page and repeat with partner B. Continue on.* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  *Now we have 5 tools in our toolbox for when we get stuck. Remember, we can read fast with sight words and if we are stuck, we can ask, “Does this word remind me of another word?”,* ***“I get my mouth ready at the beginning and the end and I look at the picture.”, “Read through the word.” and “Get a running start.”*** |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Lesson 13 *Spanish*** |

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| **Unit of Study:** | Tackling Trouble |
| **Teaching point:** | Cuando me atoro pienso, -a la marcha |
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| **Text:** |  |
| **Standard** |  |

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| **Mini- Lesson:** (7-10 minutes total)  ***Connection:*** *How this fits in with what we’ve been doing (1-2 minutes)*  Recuerden que hay muchas palabras que ya sabemos que nos ayudan a leer rápido.  Ahora podemos poner esas palabras juntas para leer a la marcha. |
| ***Teach: Demonstration****(5-6 minutes)*  Teacher reads a book to students and gets stuck at the end of the sentence. Teacher reads the first part of the sentence and thinks, “a la marcha”  Teacher thinks what that word could be and then cross checks with sound, streching, and picture. (All strategies learned).  Repeat the process on another page (4x) |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Teacher reads a sentence from a big book and gets stuck at a pre-planned word near the end that is covered with a sticky note..  Then student A turn and tell a partner “a la marcha”.  Partner A tells partner “apunta la palabra” “prepara tu boca”  Teacher moves sticky note and shows the first letter (sound).  Teacher Reads the word. Partner B re-reads the word.  Go to another page and repeat with partner B.  Continue (2). |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  Ahora tenemos 4 herramientas en nuestra caja de herramientas para cuando nos atoremos en una palabra.  Recuerden, podemos leer rápido con Sight words y si nos atoramos, podemos decir a la marcha, luego vean el dibujo/ilustración, preparar la boca al principio y estiren la palabra. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials:** |

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| **Unit 2 Mini Lesson 14** |

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** | Self correct/monitor by using meaning and syntax |
| **Teaching point *(Kid language!)*:** | Readers pay attention as they read. If something feels wrong, they ask  Does that make sense?  Does that sound right?  Then, they fix it up! |
| **Text:** | Familiar read aloud text. Children do NOT need to see words since this lesson is not about word work. Find 4-5 places in the text where you can make mistakes that readers will use MEANING or SYNTAX to fix up the problem. You will only read a sentence or two each time- not pages! |
| **Chart(?):** | Write teaching point on chart. Leave room for last question that will be added in later lesson. (Does that look right?) Leave enough space for this question before Then, they fix it up! |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *Readers, we have been working hard to use our strategies when we read. Sometimes, it doesn’t work and we find ourselves in trouble- something feels wrong while we are reading. One thing we can do if our reading feels wrong is ask ourselves some questions!*  *Readers pay attention as they read. If something feels wrong, they ask*  *Does that make sense?*  *Does that sound right? (Reference chart.)*  *After they answer those questions, they figure out what was wrong and fix it up!* |
| ***Teach:*** *Demo*  *Today I am going to show you how I work hard to pay attention as I read. When I feel something wrong, I will ask myself:*  *Does that make sense?*  *Does that sound right? (Reference chart.)*  *Watch me! (Teacher pulls out familiar read aloud and starts to read. After making a mistake that makes no sense, the teacher stops and looks confused.) Hmmm…. That feels wrong! I better fix it up. I am going to ask myself:*  *Does that make sense?*  *Does that sound right? (Reference chart.)*  *(Teacher asks and answers each question and fixes up the mistake. NOTE- The errors are ALL mistakes that can be fixed by asking the two questions. This lesson is NOT about phonics.)*  *Did you see how I… (Repeat teaching point.)*  *(Teacher demonstrates a second example of making a mistake and fixing it up referring to chart.)* |
| ***Active Involvement:***  *Now, readers, it is your turn to try. I am going to read along and I want you to pay attention to when it sounds wrong. When I do, just raise your hand and you’ll use our strategies (Reference chart.) to fix it up. Remember: readers pay attention as they read. If something feels wrong, they ask*  *Does that make sense?*  *Does that sound right? (Reference chart.)*  *(Teacher reads along and makes obvious mistake that makes no sense. Readers should raise hand to indicate error.) Great! You noticed that something was wrong when I was reading. Now we are going to see if we can fix it up. Partner B, turn to Partner A and ask the two questions then you will work to fix it up. Let me read it again. (Read it) Okay, Partner B go ahead and ask your questions. (Coach students to fix it up as well.)*  *(Share out example of how one student used the strategy and then repeat the process, with a new mistake and Partner A doing the work.)* |
| ***Link:***  *Readers, it’s time for you to go off and read now. Remember that readers pay attention as they read. If something feels wrong, they ask*  *Does that make sense?*  *Does that sound right? (Reference chart.)*  *After they figure it out, they fix it up! Are you ready to try it out? Off you go!* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 14 *Spanish*** |

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** |  |
| **Teaching point:** | Los buenos lectores ponen atención al leer. Si algo se siente mal, Se preguntan  ¿Tiene sentido?  ¿Suena bien?  ¡Después, lo arreglan! |
| **Catchy Phrase:** |  |
| **Text:** |  |
| **Standard:** |  |

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| **Mini- Lesson: (**7-10 minutes total)  **Connection:**  How this fits in with what we’ve been doing **(**1-2 minutes)  Lectores, hemos estado aprendiendo lo que hacen los buenos lectores. A veces, cuando lees sientes que algo esta mal. Algo que podemos hacer si sientes que algo esta mal es hacer unas preguntas.  Los buenos lectores ponen atención al leer. Si algo se siente mal, se preguntan.  ¿Tiene sentido?  ¿Suena bien?  Después de hacer esas preguntas, arreglan lo que estaba mal. |
| **Teach:** Demonstration(5-6 minutes)  Hoy les voy a enseñar como pongo atención al leer. Cuando leo y siento que algo esta mal, me pregunto  ¿Tiene sentido?  ¿Suena bien?  ¡Miren me! (model)  Mmm, se siente mal voy a poner atención. Me voy a preguntar  ¿Tiene sentido?  ¿Suena bien?  Vieron como …. |
| **Active Involvement:**  Students partner share or make a plan in their minds… (2-3 minutes)  Ahora, lectores, es su turno. Voy a leer y quiero que pongan atención cuando algo no suene bien. Cuando no suene bien quiero que levanten la mano y usaran las estrategias (chart) para arreglar. Recuerden  Los buenos lectores ponen atención al leer. Si algo se siente mal, se preguntan.  ¿Tiene sentido?  ¿Suena bien?  {Read and make obvious mistake}  ¡Excelente! Se dieron cuenta que algo no esta bien. Ahora vamos a ver si lo podemos arreglar.  Partner B, dile a tu compañero las dos preguntas y vas a arreglar lo que leí.  Lo voy a leer otra vez. (Read)  {Repeat} |
| **Link:** Send students off with a purpose… (1-2 minutes)  Ahora es su turno de leer. Recuerden Los buenos lectores ponen atención al leer. Si algo se siente mal, se preguntan.  ¿Tiene sentido?  ¿Suena bien?  Después de hacer esas preguntas, arreglan lo que estaba mal.  ¿Estan listos para intentarlo? Adios |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 2 Mini Lesson 15** |

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** | Self correct/monitor by using the text |
| **Teaching point** *(Kid language!)*: | ***\*\*\*NOTE: This chart was used earlier this week. Today, add the last question and only focus on that part of the chart.***  Readers pay attention as they read. If something feels wrong, they ask   * Does that make sense? * Does that sound right? * Does that look right? * Then, they fix it up! |
| **Text:** | Familiar shared reading text. Children DO need to see the words since this lesson IS about word work. Find 4-5 places in the text where you can make mistakes that readers will use PHONICS to fix up the problem. You will only read a sentence or two each time- not pages! |
| **Chart(?):** | Add last question to teaching point on chart. |
| **Standard:** |  |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Readers, we’ve been working hard to pay attention as we read so we can fix up the parts that feel wrong. Today I am going to give you another strategy that will help you do this. We already talked about how you can ask:   * Does that make sense? * Does that sound right?   Another question they ask is:   * Does that look right?(Reference chart.)   That means we take a look at the words and ask if that word could be the word that we just said.  After they answer those questions, they figure out what was wrong and fix it up! |
| ***Teach: Demo***  *Today I am going to show you how I work hard to pay attention as I read. When I feel something wrong, I will ask myself just that last question:*  *Does that look right? (Reference chart.)*  *Watch me! (Teacher pulls out familiar shared reading text and starts to read. After making a mistake that does not match phonetically but does make sense- for example DOG instead of PUPPY- the teacher stops and looks confused.) Hmmm…. That feels wrong! I better fix it up. I am going to ask myself:*  *Does that look right? (Reference chart.)*  *(Teacher talks out loud about how that word couldn’t possibly be right because you would see a [LETTER] in front of the word [XXX}. After talking out loud, the teacher fixes up the mistake. NOTE- The errors are ALL mistakes that can be fixed EASILY using phonics.)*  *Did you see how I… (Repeat teaching point.)*  *(Teacher demonstrates a second example of making a mistake and fixing it up referring to chart.)* |
| ***Active Involvement:***  *Now, readers, it is your turn to try. I am going to read along and I want you to pay attention to when it sounds wrong. When I do, just raise your hand and you’ll use our strategies (Reference chart.) to fix it up. Remember: readers pay attention as they read. If something feels wrong, they ask*   * *Does that look right? (Reference chart.)*   *(Teacher reads along and makes obvious mistake that does not look right. Readers should raise hand to indicate error.) Great! You noticed that something was wrong when I was reading. Now we are going to see if we can fix it up. Partner B, turn to Partner A and ask the questions then you will work to fix it up. Let me read it again. (Read it) Okay, Partner B go ahead and ask your questions and then Partner A will fix it up.*  *(Share out example of how one student used the strategy and then repeat the process, with a new mistake and Partner A doing the work.)* |
| **Link:**  *Readers, it’s time for you to go off and read now. Remember that readers pay attention as they read. If something feels wrong, they ask*   * *Does that look right? (Reference chart.)*   *After they figure it out, they fix it up! Are you ready to try it out? Off you go!* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 15.5** |

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| **Unit of Study:** | Tackling Trouble |
| **Teaching point:** | Readers look for parts of words that they know and check to see if it matches what they are saying when they find a tricky word (point to 1 finger when saying first half of teaching point and another finger when saying second half of teaching point) |
| **Standard:** |  |
| **Text:** | An unfamiliar text |

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| **Mini-Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Remember when we learned that readers self correct when it doesn’t look right. Another way to figure out a tricky word is to look for a part of the word that you know and check to see if it matches what you are saying. You can cover up the part of the word that you don’t know, and check that the part you do know matches what you are saying, because (restate teaching point.) |
| ***Teach:***  *Demonstration (5-6 minutes)*  Teacher models think-aloud by looking at several tricky word, on several pages and notices a familiar part of the word, (for example –ing). She covers up the unfamiliar part and focuses on the part that is known. She says the part that is known out loud and checks to see if that matches what the letters say. Restate teaching point. |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Teacher opens to a new page in an unfamiliar common text. Students partner-share choosing a tricky word where they recognize a word part, and checking to see if what they are saying matches what the word says. Restate teaching point. |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)* Today and every day, when you come to a tricky word, look for a part of the word that you know and check to see that it matches what you are saying, because … Restate teaching point. |

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| **Unit 2 Mini Lesson 16** |

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| **Unit of Study:** | **Tackling Problems** |
| **Teaching point:** | Readers figure out tricky words by looking for part of the word they already know. (point to 1 finger when saying first half of teaching point and another finger when saying second half of teaching point) |
| **Standard:** | 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words |
| **Text:** | An unfamiliar text |

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| **Mini-Lesson: (**7-10 minutes total) |
| ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Remember when we learned that readers self correct when it doesn’t look right. Another way to figure out a tricky word is to look for a part of the word that you know and check to see if it matches what you are saying. You can cover up the part of the word that you don’t know, and check that the part you do know matches what you are saying, because (restate teaching point.) |
| ***Teach:***  *Demonstration (5-6 minutes)*  Teacher models think-aloud by looking at several tricky word, on several pages and notices a familiar part of the word, (for example –ing). She covers up the unfamiliar part and focuses on the part that is known. She says the part that is known out loud and checks to see if that matches what the letters say. Restate teaching point. |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Teacher opens to a new page in an unfamiliar common text. Students partner-share choosing a tricky word where they recognize a word part, and checking to see if what they are saying matches what the word says. Restate teaching point. |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)* Today and every day, when you come to a tricky word, look for a part of the word that you know and check to see that it matches what you are saying, because … Restate teaching point. |

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| **Unit 2 Mini Lesson 16 Spanish** |

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| **Unit of Study:** | Tackling Trouble |
| **Teaching point:** | Los buenos lectores vuelven a leer cuando arreglan una palabra. |
| **Text:** | Al Zoológico |
| **Standard:** |  |

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| **Mini- Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing* ***(****1-2 minutes)*  Niños, hemos estado trabajando mucho en poner atención y arreglar las partes que se sienten mal.  A veces tenemos que trabajar duro para arreglar las palabras que no leímos bien, y cuando las arreglamos ¡se nos ha olvidado lo que leímos!  Ahora vamos a aprender que cuando arreglemos una palabra, nos regresamos y volvemos a leer la oración para asegurarnos que tiene sentido y seguimos leyendo.  Porque -**Los buenos lectores vuelven a leer cuando arreglan una palabra.** |
| ***Teach:*** *Demonstration- Guided Practice****-****Explicitly telling & showing an example-* *Inquiry (5-6 minutes)*  Ahora les voy a enseñar como después que cometo un error, me regreso y vuelvo a leer la oración para asegurarme que tiene sentido. Esto me ayuda a asegurarme que el cuento sigue tienendo sentido.  Voy a leer un libro y cometer un error. Fíjense bien por qué me van a ver usar nuestras estrategias. (Refer to chart with 3 questions) Después que arregle la palabra verán como vuelvo a leer toda la oración.  Por que - **Los buenos lectores vuelven a leer cuando arreglan una palabra.**  ¡Miren me! ( Read and make a mistake) Hmmm… Eso se siente mal. Lo voy a arreglar.  Pienso  ¿Tiene sentido?  ¿Suena bien?  ¿Se ve bien?  (fix the mistake after thinking out loud)  ¿Vieron como yo me pregunte (3 questions on chart)? Ahora voy a volver a leer la oración para asegurarme que tiene sentido lo que leí. Porque - **Los buenos lectores vuelven a leer cuando arreglan una palabra.** |
| ***Active Involvement:*** *Students partner share or make a plan in their minds… (2-3 minutes)*  Ahora, lectores les toca a ustedes. Ustedes van a ser mis compañeros, ayúdenme por favor.  ( Read and make a mistake) Hmmm… Eso se siente mal.  ¿Qué hago? (fix it!) Pienso ¿Tiene sentido? ¿Suena bien? ¿Se ve bien? Después vuelvo a leer porque -**Los buenos lectores vuelven a leer cuando arreglan una palabra.**  Repeat |
| ***Link:*** *Send students off with a purpose… (1-2 minutes)*  Ahora, les toca a ustedes leer. Recuerden que podemos usar muchas estrategias cuando algo se siente mal. Después de arreglar el error, nos regresamos y leemos toda la oración para asegurarnos que tiene sentido.  Porque - **Los buenos lectores vuelven a leer cuando arreglan una palabra.**  ¿Qué van hacer? ¿Por qué? |
| **Mid-Workshop Teaching Point:** |
| **Share:** |
| **Notes:** |
| **Materials**: |

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| **Unit 2 Mini Lesson 17** |

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** | Fix and reread |
| **Teaching point** *(Kid language!)***:** | Readers make sure what they read makes sense by going back and re-reading after they fix their mistakes. |
| **Text:** | Familiar shared reading text. Find 4-5 places in the text where you can cover mistakes that readers will use multiple strategies to fix up the problem. You will only read a sentence or two each time- not pages!; Readers bring book baggies to floor |
| **Chart(?):** | Use chart with make sense/look right/sound right. |
| **Standard:** | 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. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *Readers, we’ve been working hard to pay attention as we read so we can fix up the parts that feel wrong. Sometimes we have to work hard to fix up what went wrong and by the time we fix it, we have forgotten what we read! Today we are going to learn that after we fix up the mistake, we go back and reread the sentence to make sure it still makes sense and then we keep reading!* |
| ***Teach:*** *Demo*  *Today I am going to show you how I after I fix up a mistake, I go back and reread the sentence to make sure it still makes sense and then I keep reading! This helps me make sure that the story still makes sense.*  *I am going to read our book and I’ll make a mistake. Watch closely because you will see me use our strategies (Refer to chart with three questions.) and then after I fix it up, you’ll see me reread the whole sentence and then keep going.*  *Watch me! (Teacher pulls out familiar shared reading text and starts to read. After making a mistake, the teacher stops and looks confused.) Hmmm…. That feels wrong! I better fix it up. I am going to ask myself:*   * *Does that make sense?* * *Does that sound right?* * *Does that look right? (Reference chart.)*   *(Teacher talks out loud about how that word can’t be right. After talking out loud, the teacher fixes up the mistake.)*  *Did you see how I… (Repeat three questions.) Now, I am going to reread that sentence to make sure it makes sense and then I’ll keep reading. (Reread sentence and then keep reading after confirming that it makes sense.)*  *(Teacher demonstrates a second example of making a mistake and fixing it up referring to chart.)* |
| ***Active Involvement:***  *Now, readers, it is your turn to try. I am going to ask Partner B to read to Partner A. Read along and if you get to a spot where something feels wrong, use our questions to fix it up and then reread that sentence! Are you ready to try it? Take out one of your books and get started.*  *(After a few minutes, have partners switch and Partner A reads.)*  *(Share out example of how one student used the strategy.)* |
| ***Link:***  *Readers, it’s time for you to go off and read now. Remember that we can use our strategies to help us fix up parts that feel wrong. Then, after we fix up the mistake, we go back and reread the sentence to make sure it still makes sense and then we keep reading!*  *Are you ready to try it out? Off you go!* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 18** |

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| **Unit of Study:** | Tackling trouble |
| **Teaching point:** | Readers help their partners by pointing out their mistakes. |
| **Standard:** |  |
| **Text:** |  |

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| **Mini-Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing*  ***(****1-2 minutes)*  *We’ve been learning about how to fix our mistakes and reread when we don’t understand. Today we’re going to learn how to be coaches for our partners. Coaches use a nice voice to say “check that” when they hear their partner make a mistake.* |
| ***Teach:***   * *Demonstration*   *With a big book use another student to help model. Teacher reads and makes an explicit mistake. The student nicely taps the page and says “check that.” Teacher stops, briefly uses a picture cue to think aloud and correct the error. She rereads and goes on. Do this again on the next page. Then turns to class, calls attention to what just happened: “So, I made a mistake and \_\_\_\_\_nicely tapped the page and said “Check that.” She was being a good coach because good coaches nicely* help their partners find mistakes when they read.”   * *Guided Practice* * *Explicitly telling & showing an example* * *Inquiry*   *(5-6 minutes)* |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)r*  *Turn to your partner, use your hand as a “book” and take turns tapping your partner’s “book” and saying “check that” in a nice voice. Call attention back to the big book. Make one more obvious mistake and have kids tap the air and say “check that” in a nice voice.* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  *Send kids off with a partner to practice catching each other’s mistakes and saying “check that” with a tap on the book. (5 min. practice or so).* |
| **Mid-Workshop Teaching Point:**  **Remember, you need to listen to your partner and be looking at their book to catch any mistakes that they make. Then, tap their book and nicely say “check that.”** |
| **Share:**  **Pick 2 partners that did a nice job and demonstrate it.** |

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| **Unit 2 Mini Lesson 19** |

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| **Unit of Study:** | **Tackling trouble** |
| **Teaching point:** | **Readers understand what they read about by retelling the story with their partner.** |
| **Standard:** | 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| **Text:** | **Previously we’ve taught ML’s on retelling by touching each page and retelling the big idea from each page.** |

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| **Mini-Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing*  ***(****1-2 minutes)*  *We’ve already learned how to retell a story as we go by touching each page and saying a sentence about what that page was about. Today we’re going to practice retelling stories this way with a partner. Partners retell what they’ve read to make sure they BOTH understand the story.* |
| ***Teach:***   * *Demonstration*   *Choose a student to help you. Start reading a big book, read one page and then stop and put your finger on the page and say a sentence about the page. Then pass the book over to your partner who does the same thing. Do this process one more time. “so we’ve been taking turns retelling the story as we go because Partners retell what they’ve read to make sure they BOTH understand the story.*  *Explicitly telling & showing an example*   * *Inquiry*   *(5-6 minutes)* |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)r*  *Now we’re going to practice as a group. I’m going to read another page from this book. I’m going to stop and you turn to your partner, pretend to put your finger on the book and say what that page is about. Then, read another page and your partner does the same thing.* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  *Send kids off with a partner to practice retelling the same book. Pause after each page, put your finger on it, and say a sentence about what it was about. Then give the partner the book, and they do the same thing. Switch back and forth. Remember: Partners retell what they’ve read to make sure they BOTH understand the story.* |
| **Mid-Workshop Teaching Point:**  **Remember,** *Partners retell what they’ve read to make sure they BOTH understand the story. Make sure you are both taking turns putting your finger on the page and retelling to make sure you both understand.* |
| **Share:**  **Pick 2 partners that did a nice job and demonstrate it.** |

**Unit 2 Mini Lesson 20**

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** | Reread for fluency with partner |
| **Teaching point** : | Readers make sure their reading sounds good by matching their voice to the type of book they are reading. |
| **Text:** | Familiar book; students bring book baggies |
| **Chart(?):** |  |
| **Standard:** | 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. |

**NOTE: If this lesson seems like too much, you will need to frontload it more in interactive and shared reading, or divide the lesson into multiple parts.**

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *Readers, we have worked hard to learn how to figure out tricky words. Today we are going to learn how to make sure our reading sounds good. You’ve heard me read out loud lots and lots this year and you hear how my voice changes when I read. If I am reading a story, I should sound like we are telling a story. If I am reading nonfiction, it should sound like we are on the Discovery Channel.* |
| ***Teach:*** *Demo*  *This is a nonfiction book that we’ve read and love- (favorite title). Listen as I read a few sentences- it will sound like I am on the Discovery Channel! (Read a few sentences to make point that you sound like a newscaster when you read nonfiction.)*  *Now, listen as I read a few sentences from one of our favorite storybooks, (name title). Listen as I read a few sentences- it will sound like I am really telling a story! (Read a few sentences to make point that you sound like you are telling a story.)* |
| ***Active Involvement:***  *Now, readers, it is your turn! I want Partner A to choose a book from his book baggie and tell his partner whether it is nonfiction or a storybook. If it is a storybook, you should sound like we are telling a story. If you are reading nonfiction, it should sound like you are on the Discovery Channel.*  *Partner A, choose a book and start reading! (Listen in a few minutes.)*  *Readers, I listened in and I heard (share a few books and how the kids read.). Now it is partner B’s turn to try. Partner B, choose a book from his book baggie and tell your partner whether it is nonfiction or a storybook. If it is a storybook, you should sound like we are telling a story. If you are reading nonfiction, it should sound like you are on the Discovery Channel.*  *Read on, Partner B!*  *(Listen in a few minutes.)*  *Readers, I listened in and I heard (share a few books and how the kids read.).* |
| ***Link:***  *Readers, now it is time for you to head off to do your own reading. Remember, if it is a storybook, you should sound like we are telling a story. If you are reading nonfiction, it should sound like you are on the Discovery Channel. I’ll be around to listen in as you are reading!* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 21** |

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| **Unit of Study:** | Tackling Trouble |
| **Goal:** | Reread for fluency with partner |
| **Teaching point** *(Kid language!)*: | Readers, after we fix up the tricky spots, we reread to make sure our voice sounds right. If we are reading a story, it should sound like we are telling a story. If we are reading nonfiction, it should sound like we are on the Discovery Channel. *(Or whatever your students will get- the news…the principal reading the announcements…)* |
| **Text:** | Familiar book; students bring book baggies |
| **Chart(?):** |  |
| **Standard:** |  |

NOTE: If this lesson seems like too much, you will need to frontload it more in interactive and shared reading, or divide the lesson into multiple parts.

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| **Mini Lesson:** (7-10 minutes total) |
| ***Connection:***  *Readers, we have worked hard to learn how to figure out tricky words. Today we are going to learn how to make sure our reading sounds good. You’ve heard me read out loud lots and lots this year and you hear how my voice changes when I read. If I am reading a story, I should sound like we are telling a story. If I am reading nonfiction, it should sound like we are on the Discovery Channel.* |
| ***Teach:*** *Demo*  *This is a nonfiction book that we’ve read and love- (favorite title). Listen as I read a few sentences- it will sound like I am on the Discovery Channel! (Read a few sentences to make point that you sound like a newscaster when you read nonfiction.)*  *Now, listen as I read a few sentences from one of our favorite storybooks, (name title). Listen as I read a few sentences- it will sound like I am really telling a story! (Read a few sentences to make point that you sound like you are telling a story.)* |
| ***Active Involvement:***  *Now, readers, it is your turn! I want Partner A to choose a book from his book baggie and tell his partner whether it is nonfiction or a storybook. If it is a storybook, you should sound like we are telling a story. If you are reading nonfiction, it should sound like you are on the Discovery Channel.*  *Partner A, choose a book and start reading! (Listen in a few minutes.)*  *Readers, I listened in and I heard (share a few books and how the kids read.). Now it is partner B’s turn to try. Partner B, choose a book from his book baggie and tell your partner whether it is nonfiction or a storybook. If it is a storybook, you should sound like we are telling a story. If you are reading nonfiction, it should sound like you are on the Discovery Channel.*  *Read on, Partner B!*  *(Listen in a few minutes.)*  *Readers, I listened in and I heard (share a few books and how the kids read.).* |
| ***Link:***  *Readers, now it is time for you to head off to do your own reading. Remember, if it is a storybook, you should sound like we are telling a story. If you are reading nonfiction, it should sound like you are on the Discovery Channel. I’ll be around to listen in as you are reading!* |
| **Mid-Workshop Teaching Point:** |
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