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*Building a Reading Life*

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| **Grade 3 Reading Unit 1** | **Dates:**  Aug-Sept |
| ***Unit of Study Planning Template*** |

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| Unit: | Building a Reading Life |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | -Making Reading Lives-Creating Reading Resolutions, Finding Just-Right Books, Reading Faster, Stronger, Longer, And Awakening Ourselves To Text  -Making Texts Matter- Holding Tight To Meaning, Building Relationships With Books, Creating A Buzz About Books And Choosing Texts That Matter  -Bringing Together Reading Lives, Texts That Matter And Partners |

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

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| Standards: | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry 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.   3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  3.RL.2 Recount stories; determine the central message and explain how it is conveyed through key details in the text. (minilesson 13, 14, 15)  3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.  3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.  3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (minilesson 13, 14, 15)  3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics* *and texts*,building on others’ ideas and expressing their own clearly. (minilesson 2, 12)  b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (minilesson 2, 12)  c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (minilesson 2)   1. Explain their own ideas and understanding in light of the discussion   3.SL.3 Ask and answer questions about information from a speaker offering appropriate elaboration and detail. |

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| Key Vocabulary: | character, summarize, retell, synthesis, comprehension, accuracy, fluency, expand vocabulary, reading buzz. “Just right books” reading resolutions (goal) rethinking- |

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| Anchor Texts: | Stone Fox, Henry and Mudge, Kevin Henkes books, Cynthia Rylant books, Magic Tree House, Mo Willems books, Tommy de Paola, other picture books that lend themselves to mini lessons |

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| Other Resources: |  |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE* | *SUMMATIVE* |
| Assessment Checklist  conferring notes  running records  reader response journals | celebration- book talk |

Unit of Study At A Glance Planner

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| **UNIT:** | Building a Reading Life (Unit 1) |

| **GOAL:**  -*Making Reading Lives-Creating Reading Resolutions, Finding Just-Right Books, Reading Faster, Stronger, Longer, And Awakening Ourselves To Text* | **GOAL:**  *Making Texts Matter- Holding Tight To Meaning, Building Relationships With Books, Creating A Buzz About Books And Choosing Texts That Matter* | **GOAL:**  *-Bringing Together Reading Lives, Texts That Matter And Partners* |
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| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * *Readers build reading lives by looking back on when reading was fun and when it wasn’t. (pg 19-20, pg 28)* * *Readers make reading resolutions to make the year magical. (Pg 20 ,28)* * *Readers recognize the kinds of books that are just right. (pg 20, 28)* * *Readers use strategies to read at appropriate pace. (pg 21, 28)* * *Readers engage with the text by choosing to read with expression. (pg 21, 28)* | * *Readers recognize when they have lost the story and then go back and have several strategies to fix it. (pg 22, 28-29)* * *Readers choose to let their text matter by building positive relationships with books. (pg 22-23,29)* * *Readers create a buzz about the books they luvs. (pg 23,29)* * *Readers ensure they always have a stack of just right books waiting for them to keep reading. (pg 23, 29)* * *Readers balance when to stop and fix up and when to jump over- approximate and go on. (pg 24, 29)* | * *Readers build reading friendships by getting to know each other in a special way- as readers to help each other. (pg 24-25, 29)* * *Readers talk about what they read with their partners. (pg 25, 29)* * *Readers summarize what they’ve read so far to help them understand. (pg 25, 29)* * *Readers take big steps to retell the most important parts of their stories. (pg 25, 29)* * *Readers synthesize retellings by adding in important details that were read earlier in the story. (pg 25, 30)* * *Readers listen to others to help them develop their ideas. (pg 26, 30)* |

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| **WORKSHOP CALENDAR FOR:** | **Grade 3, Reading Unit** 1 | Dates: 8/27/12-9/26-12 |
| **Unit of Study:** | Building a Reading Life | Charts: |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 8 /27  *Readers build reading lives by looking back on when reading was fun and when it wasn’t. (pg 19-20, pg 28)*  *3.RML.1-1* | 8/28  *Readers make reading resolutions to make the year magical. (Pg 20 ,28)*  *3.RML.1-2* | 8/29  *Readers recognize the kinds of books that are just right. (pg 20, 28)*  *3.RML.1-3* | 8/30  *Readers use strategies to read at appropriate pace. (pg 21, 28)*  *3.RML.1-4* | 8/31  *Mini lesson of choice* |
| 9/3 No School | 9/4  *Readers engage with the text by choosing to read with expression. (pg 21, 28)*  *3.RML.1-5* | 9/5  *Readers recognize when they have lost the story and then go back and have several strategies to fix it. (pg 22, 28-29)*  *3.RML.1-6* | 9/6  *Readers choose to let their text matter by building positive relationships with books. (pg 22-23,29)*  *3.RML.1-7* | 9/7  *Mini lesson of choice* |
| 9/10  *Readers create a buzz about the books they luvs. (pg 23,29)*  *3.RML.1-8* | 9/11  *Readers ensure they always have a stack of just right books waiting for them to keep reading. (pg 23, 29)*  *3.RML.1-9* | 9/12  *Readers balance when to stop and fix up and when to jump over- approximate and go on. (pg 24, 29)*  *3.RML.1-10* | 9/13  *Readers build reading friendships by getting to know each other in a special way- as readers to help each other. (pg 24-25, 29)*  *3.RML.1-11* | 9/14  *Mini lesson of choice* |
| 9/17  *Readers talk about what they read with their partners. (pg 25, 29)*  *3.RML.1-12* | 9/18  *Readers summarize what they’ve read so far to help them understand. (pg 25, 29)*  *3.RML.1-13* | 9/19  *Readers take big steps to retell the most important parts of their stories. (pg 25, 29)*  *3.RML.1-14* | 9/20  *Readers synthesize retellings by adding in important details that were read earlier in the story. (pg 25, 30)*  *3.RML.1-15* | 9/21  *Mini lesson of choice* |
| 9/24  *Readers listen to others to help them develop their ideas. (pg 26, 30)*  *3.RML.1-16* | 9/25  Celebration | 9/26  Celebration | 9/27 | 9/28 |

**Unit of Study Assessment Checklist**

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| **Unit:** | **Building a Reading Life** |

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| Name | I can find “just right books.” | I keep record of my reading: response, log/volume | **I recognize when I don’t understand (words) and I fix it.** 3.RF4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **I can retell the parts I have read in big steps.** 3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text. | **I talk with others about books that I enjoy (book buzz)** 3.SL.1A Engage effectively in a range of collaborative discussions. (come prepared, follow agreed-upon rules, be an active participant.) | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 1 Mini Lesson1** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | *Making Reading Lives-Creating Reading Resolutions, Finding Just-Right Books, Reading Faster, Stronger, Longer, And Awakening Ourselves To Text* |
| **Teaching point** *(Kid language!)***:** | *Readers build reading lives by looking back on when reading was fun and when it wasn’t. (pg 19-20, pg 28)* |
| **Catchy phrase:** | Read like you like it! |
| **Text:** | Use a favorite book from when you were young |
| **Chart(?):** |  |
| **Standard:** | 3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** (teacher pulls out a favorite book)  During this summer one of my favorite things to do was to find a shady spot and read one of my favorite books. When I was thinking about what I was going to say to you today I remembered one of my favorite books from 3rd grade. (Baby Sitter’s Club, Charlotte’s Web, Little House on the Prairie etc.)  I remember reading outside one summer day under the apple tree, getting lost in my book. My mom called me in for lunch and I felt so relaxed and happy. This was a time that I really enjoyed reading.  I also remembered a time when I wanted to read in the car and I got carsick! I think this was a problem with WHERE I was reading. Or that time when I was at the doctor’s office and all there was to read were parent magazines and baby books. I think this was a time when I was having trouble with WHAT I was reading. They were both SO boring.  Today, we are going to have a chance to really think about the times we enjoyed reading, and then make a plan to do it again. We are going to practice reading like we like it! Because good readers, “Read like you like it!” |
| ***Teach:***  (have a tub of books, some that are interesting/boring) We just learned that WHERE you read and WHAT you read can affect whether you can “read like you like it”.  I shared that I really enjoyed reading under the apple tree. But, we don’t have an apple tree in here. So, where can I read that is quiet, where I can really read like I like it? (model spaces in the room that work for you)  Watch me as I demonstrate choosing WHAT I read. (teacher looks through books in tub and thinks aloud which books would be enjoyable and those that would not) I think this would be one that I could enjoy, it’s interesting and I flipped through the pages and it has words I can read. So I can read like I like it. |
| ***Active Involvement:***  (in advance, teacher needs to prepare 6-7 tubs with engaging books/not so engaging-dictionary/encyclopedia/old 1960’s books/dense text)  In a moment you will be working with your partners. You can see there are tubs of books around the carpet for you to explore. You will get to look through tubs to see if you can find books that you would be able to read like you like it. Be prepared to tell your partner why this is a book you can read like you like it! You can practice saying to your partner “I like this book because…”, or “I don’t like this book because…”  (give time to practice this)  We also want to think about WHERE a good spot will be. Take just a moment to look around and find a safe and comfortable place where you might like to read, share with your partner.  (after students have time to work with their partners, Teacher shares a couple of places and types of books that s/he heard students talk about. This might be a good time to share NOT acceptable places, ie: under the teachers desk) Remember readers, “read like you like it”. |
| ***Link:***  So, I want you to remember today and every day, that reading should be fun and enjoyable for everyone! Be sure to choose books that interest you and find a spot where you will be comfortable. Because, good readers, read like you like it!! |
| **Mid-Workshop Teaching Point** |
| **Share:** |

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| **Unit 1 Mini Lesson 2** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | *Making Reading Lives-Creating Reading Resolutions, Finding Just-Right Books, Reading Faster, Stronger, Longer, And Awakening Ourselves To Text* |
| **Teaching point** *(Kid language!)***:** | *Readers make reading resolutions to make the year magical. (Pg 20 ,28)* From Today on I’m going to… |
| **Catchy phrase:** | Because good readers set goals for what they want to do. |
| **Text:** |  |
| **Chart(?):** | Sample goals:   * stamina * book difficulty (just right books) * genres (types of books) * using strategies for comprehension * using strategies for tricky words * reading silently * reading with emotion * sound like a teacher |
| **Standard:** | 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics* *and texts*,building on others’ ideas and expressing their own clearly.  3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  Boys and girls, do you remember yesterday we learned to read like we like it. We found a good book and a good place!  Sometimes as artists, soccer players, and friends, we realize we want to do something different to make us better at what we do. To make what we do more magical. Readers can also do this. This is a resolution, something we decide to do and figure out how to do it.  Today, we are going to think about ourselves as readers and decide on something we want to do better that will make reading magical all year long!! To help us with this we can say “from now on, I am going to….” Because good readers set goals for what they want to do. |
| ***Teach:***  Look up here, I have a list of resolutions or goals that we could choose as readers. I am going to read through these choices and think about which goal fits me as a reader.  Hmmm (read through list) Well, I don’t think I need to work on stamina, I read for 30 mins all the time. Uh, I love to read silently….. maybe, I should work on reading with emotion. I love when I hear a story read to me and I can hear all the voices of the characters, and how they feel and act. I think I will try reading MY books with emotion to make the books more interesting to me, to make my reading more magical! So, I will say, “from now on, I will read with emotion. “ that is my New School Year Resolution! My goal for this year. Because good readers set goals for what they want to do. |
| ***Active Involvement:***  Now, you get a chance to think about a resolution you would like to set for your reading this year., to make your reading more magical. Take just 30 seconds to look up at this chart. Think about yourself as a reader. Which of these goals or resolutions do you think you would like to choose to become a better reader? When you share, say “From now on I will…..”  Now, turn to your partner. Partner B, tell partner A about your goal and why you chose it. “From now on I will …”  Ok, Partner A now it is your turn, share your goal with partner B. “From now on I will …”  (teacher listens in and shares with the group a couple of goals that were heard)  Great Job readers! I heard a lot of great goals that you will be doing from now on! I heard \_\_\_\_ say……. (share a couple of examples)  Because good readers set goals for what they want to do. |
| ***Link:***  So, readers remember, each time you read to think about your goal. It will help you become a better reader. I will meet with you in conferences and we can decide on a new goal when you are ready! Because good readers set goals for what they want to do. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 1 Mini Lesson 3** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | *Making Reading Lives-Creating Reading Resolutions, Finding Just-Right Books, Reading Faster, Stronger, Longer, And Awakening Ourselves To Text* |
| **Teaching point** *(Kid language!)***:** | *Readers recognize the kinds of books that are just right. (pg 20, 28)* |
| **Catchy phrase:** | Can I read it smoothly, with expression? Can I read most words without stumbling and, understand the story? |
| **Text:** |  |
| **Chart(?):** |  |
| **Standard:** | 3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Remember yesterday we set a goal. Now to achieve our goal, we need to practice, practice, practice! Who wants to practice on a book that doesn’t fit? How can I practice reading with emotion when I have to keep stopping? That is like a ballet dancer trying to dance in cowboy boots or a soccer player trying to score a goal in flip-flops. OUCH!!  Today I want to teach you to recognize the kinds of books that fit you. Books aren’t “one size fits all.”  Good readers can read good fit books smoothly, with expression, without stumbling and with understanding |
| ***Teach:***  (teacher have a tub of books available for yourself to use)  Boys and girls only you can decide when a book fits you, you should be able to read smoothly, (hold up first finger) with expression, (hold up second finger) to read most words without stumbling (third finger) and, above all, understand the story (fourth finger).  Watch me as I try on these books. I am going to start by choosing a book that looks interesting, (think through books that look interesting and choose one) This book about spiders looks really cool! I like spiders, let’s see what is inside. Hmmm, there is only one line per page, I know I can read more than that. I better keep looking. Ooh! Look at this book! This doesn’t have any pictures, it has some drawings of how things work. But I am not very interested. Oh, How about this one? I really like “Magic Tree House” books, let me look inside here. Yes! They are in a submarine, this looks interesting. I think this is it! Let me try out the first page. (use hand gestures) Can I read it smoothly, with expression? (read a little) Can I read most words without stumbling and understand the story? (read some more and recap what you read)  Good readers can read good fit books smoothly, with expression, without stumbling and with understanding |
| ***Active Involvement:***  (have students practice gesture with you) Can I read smoothly (finger one) can I read with expression (finger two) can I read without stumbling? (finger three) can I understand what I read? (finger four).  Now, listen while I try out these books, and help me decide if this is a good fit book for me.  (model one that is and one that isn’t, and look to students for response using gestures and phrases) |
| ***Link:***  Boys and girls, when we go shopping for books to fill our bags, we need to ask ourselves, can I read it smoothly, with expression, without stumbling and with understanding? Then you know you have a good fit book! |
| **Mid-Workshop Teaching Point:**  pause in your reading andchoose a couple of sentences to share with your elbow partner to check to see if you have a good fit book! Can I read it smoothly, with expression, without stumbling and with understanding? |
| **Share:** |

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| **Unit 1 Mini Lesson 4** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | *Making Reading Lives-Creating Reading Resolutions, Finding Just-Right Books, Reading Faster, Stronger, Longer, And Awakening Ourselves To Text* |
| **Teaching point** *(Kid language!)***:** | *Readers use strategies to read at appropriate pace. (pg 21, 28)* |
| **Catchy phrase:** | Good readers take off the brakes to read more and faster!! |
| **Text:** |  |
| **Chart(?):** |  |
| **Standard:** | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry 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:***  We spent a good amount of time choosing good fit books so that we can read smoothly and accurately with good comprehension. Today, I am going to share some strategies you can use as a reader to understand what you read better-both the details and the whole story.  Some readers are having trouble reading smoothly, or they are reading so slowly they have a hard time remembering what they read. They need to take off the brakes to pick up their pace. The brakes on my car help me to slow down or stop for a stop sign. This is great when I get to a stop sign, but using my brakes on the freeway would not be helpful. I would be going too slow.  Just like drivers on the freeway, we need to take off the brakes when we are reading our good fit books. Good readers take off the brakes to read more and faster!! |
| ***Teach:***  There are two strategies I want to teach you today. First, take your fingers off your books! This may seem strange; we’ve been using our fingers to help us read since kindergarten! But, as third graders, if we are still using our fingers, it will slow us down. Use your eyes to help you track the words across the page. This will increase your speed. You will be able to read so much more! Your eyes can go faster than your finger. You *can* use your finger when you have a question and you need to check. Even I use my finger when I am reading something more challenging. But most of the time, I read with my eyes, I take off the brakes!  The other strategy is reading in your mind. Did you know that reading in your mind is faster than reading out loud? Your mind works faster than your mouth! When I read out loud, I focus on saying every word. But when I read in my mind, I can focus on a whole sentence or phrase; it’s like a voice telling the story in my mind. This is what makes it so much faster.  (Teacher has enlarged page from a read aloud or big book or another example that will be large enough for students to see. This should be text unknown to students)  Let me show you how this works in my mind. Here is a page from \_\_\_\_\_\_\_\_\_. I made it big enough for you to see. Watch me as I read in my head, and then tell you what I read without ever reading the text out loud. You can also read in your head, so that when I tell you what I read, you can be sure I am right. (Read a couple of sentences).  I just read\_\_\_\_\_\_\_\_\_\_ (retell what you read, to prove you read it) Did you see how my mind was able to read it without ever moving my mouth? Good readers use their eyes instead of their fingers and their minds instead of their mouths. These two strategies will help you take off the brakes to read more and faster! |
| ***Active Involvement:***  Now it is your turn to try it out. I have something here for you to read. (an example might be from a book, or some directions like…. Tie your shoe, wiggle your nose, raise your hand, tell your partner what you read) I want you to read it in your mind. Give me a thumbs up when you are ready.  Ok, now, partner A tell partner B what you read. (repeat with another written phrase with partner B)  Do you see how that works? You were able to read with your eyes instead of your finger and your mind instead of your mouth.  These two strategies will help you take off the brakes to read more and faster! |
| ***Link:***  So today, and from now on, I want you to practice reading with your eyes and in your mind. Listening to the voice telling the story in your mind. Take off the brakes so you can read more and faster!! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 1 Mini Lesson 5** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | *Making Reading Lives-Creating Reading Resolutions, Finding Just-Right Books, Reading Faster, Stronger, Longer, And Awakening Ourselves To Text* |
| **Teaching point** *(Kid language!)***:** | *Readers engage with the text by choosing to read with expression. (pg 21, 28)* |
| **Catchy phrase:** | Read like the words matter! |
| **Text:** |  |
| **Chart(?):** |  |
| **Standard:** | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry 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.   3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  These past few days we have really been trying to set up our reading lives by thinking about when we have enjoyed reading, making goals, choosing good fit books, and learning new ways to read more and faster.  Another strategy I want to teach you is to read so that the words matter. Sometimes as readers we read on autopilot. Just like the pilot on a plane can turn on the controls for the plane to fly itself, our brains can read over the words, our eyes move across the page but we don’t listen to the voice in our mind telling the story.  Sometimes when I am reading I am on autopilot. I am going through the motions of reading, but I am thinking about what my friend told me, or what to fix for dinner and I forget about the story and what is happening. Another time I am on autopilot is when I am saying the flag salute. I know the words by heart, but I am not thinking about the meaning at all.  Good readers read like the words matter! |
| ***Teach:***  Let me show you what I mean.  (Read aloud a bit of text racing through the words and reading them with a blank face and little expression).  “Whoa! I was racing past the words. That wasn’t even reading!  (Then read the same passage out loud with expression, using gestures, pausing to react to the text and sharing your excitement to show that the words are not passing you by.)  Think aloud with the students about the difference you felt when using expression. Did you notice how the words *can’t* pass me by when I read with expression? I didn’t get lost, I was able to act like the characters did, and I felt what the characters felt. I read like the words mattered!  Good readers read like the words matter! |
| ***Active Involvement:***  (have text up that students will be able to read to their partners)  I have this passage here for you to try out with your partner. First, we will read it as if we are on autopilot. We won’t use expression on our faces, or in our voices. (read with students)  Now, Partner B turn to partner A and read like the words matter. (repeat with partner A reading another part) |
| ***Link:***  It’s important to not let the words pass you by. So, today and everyday take the time to read like the words matter. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 1 Mini Lesson 6** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | Making Texts Matter- Holding Tight To Meaning, Building Relationships With Books, Creating A Buzz About Books And Choosing Texts That Matter |
| **Teaching point** *(Kid language!)***:** | Readers recognize when they have lost the story and then go back and have several strategies to fix it. (pg 22, 28-29) |
| **Catchy phrase:** | “What’s going on?” |
| **Text:** | Text that is unfamiliar to the students |
| **Chart(?):** |  |
| **Standard:** | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry 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:*** Do you remember in our last lesson that we talked about not whipping through the words while reading? Today, we’re going to talk about how readers sometimes pause when they become confused. Sometimes we’re reading along and we feel lost about what’s going on in the story. When that happens, readers ask themselves “what’s going on?” The details sometimes help, and sometimes we need to reread. Because good readers recognize when they have lost the story and then go back and have several strategies to fix it. Readers, our mental movies help us to know if we are following the story. When it’s a clear picture, when we see it in high definition, we are holding on to what we are reading. When our picture gets blurry, like the cable is scrambling, we have lost the text. When this happens, we need to recognize it and we need to fix it. |
| ***Teach:*** (teacher takes out the unfamiliar book)  Watch me as I read. Make sure to notice, when I get confused and ask “what’s going on?” (Teacher reads passage and appears to get confused at a pre-selected spot in the text. The teacher looks confused.) “What’s going on?” (Teacher explains what they are seeing in their mental movie up to this point of the story.) First, I noticed that… but now it seems like… my mental movie doesn’t match the story any more. I think I should go back and reread to figure out where I got lost. (Teacher rereads and then “ah-ha,” gets it.) Now my mental movie matches the story. Because good readers recognize when they have lost the story and then go back and have several strategies to fix it. (Teacher repeats the process with another passage.) |
| ***Active Involvement:***  Now, you will get to try practicing asking “what’s going on?” while I read to you. If we get lost, be sure to ask “what’s going on?” because good readers recognize when they have lost the story and then go back and have several strategies to fix it. Ready? Here we go… (Teacher reads a passage and makes obvious error(s) to confuse the students’ comprehension, prompting them to ask “what’s going on?” Repeat a second time if students require that level of scaffolding.) |
| ***Link:***  Today and every day, when you’re reading and find that your mental movie doesn’t match what is going on in the story, remember to ask yourself “what’s going on?” Because good readers recognize when they have lost the story and then go back and have several strategies to fix it. If you come across one of those confusing places in your book, put a sticky note to share it later with the class. |
| **Mid-Workshop Teaching Point:**  Remember when you’re reading and find that your mental movie doesn’t match what is going on in the story, remember to ask yourself “what’s going on?” |
| **Share:**  Boys and girls, come to the carpet with your books ready to share if you found a place in the story that you stopped and asked yourself “what’s going on?” Remember, good readers recognize when they have lost the story and then go back and have several strategies to fix it. |

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| **Unit 1 Mini Lesson 7** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | Making Texts Matter- Holding Tight To Meaning, Building Relationships With Books, Creating A Buzz About Books And Choosing Texts That Matter |
| **Teaching point** *(Kid language!)***:** | Readers choose to let their text matter by building positive relationships with books. (pg 22-23,29) |
| **Catchy phrase:** | Be positive! |
| **Text:** | Familiar or unfamiliar text |
| **Chart(?):** |  |
| **Standard:** | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Our first day of school, we talked about reading like you like it. Today we are going to talk about the choices we have when we read. We decide if we will be a curmudgeon or treat the story like gold. Because good readers choose to let their text matter by building positive relationships with books. |
| ***Teach:***  Watch me as I read and the choices that I make while I read. (Teacher opens their read aloud to a section and read part of it like a curmudgeon, yawning, looking around the room, and reading with a distressed voice, hemming and hawing as they go. Then say “let me try that again” and return to the text, this time reading it as though it’s gold.) Did you notice the first choice that I made, I read like a curmudgeon? Then, I decided to be positive and I tried it again! Because good readers choose to let their text matter by building positive relationships with books. |
| ***Active Involvement:***  (Teacher displays short piece of shared reading, like a poem or passage.) Partner A will read the passage like a curmudgeon, and partner B will listen and then remind them “be positive!” Partner A will reread the passage with more enthusiasm, as if it were gold. (Repeat process with Partner B reading aloud.) Good job! Remember, good readers choose to let their text matter by building positive relationships with books! |
| ***Link:***  Remember boys and girls, while you read you can chose to read like a curmudgeon or you can be positive and treat your reading like gold! Today and every day remember good readers choose to let their text matter by building positive relationships with books. |
| **Mid-Workshop Teaching Point:**  Are you reading like a curmudgeon? Or, are you being positive? |
| **Share:** |

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| **Unit 1 Mini Lesson 8** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | Making Texts Matter- Holding Tight To Meaning, Building Relationships With Books, Creating A Buzz About Books And Choosing Texts That Matter |
| **Teaching point** *(Kid language!)***:** | Good readers create a buzz about the books they love. (pg 23,29) |
| **Catchy phrase:** | Buzzzzzzz! |
| **Text:** | 2 very Familiar texts (1 for the teach and one for the active involvement) |
| **Chart(?):** | Book buzz chart  Book Title and author  Summarize to entice  (don’t give it all away!)  Student name |
| **Standard:** | 3.RL.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  We’ve talked about the movies we make in our heads while reading a book. How many of you have been to the movie theater?  What is the purpose of the previews before the movie (commercials)? Well, I’ll tell you what the purpose is…they want to tell you just enough so that you’ll want to come see the whole movie. Today, we’re going to do the same thing with our books! Because good readers create a buzz about the books they love. Optional: watch Reading Rainbow clips where students recommend books |
| ***Teach:***  Do you remember when we read “The Three Little Pigs.” Let’s create a buzz about this story for Mr./Mrs. \_\_\_. (point to the chart)  First, we need to tell the book title and author’s name.  Then, we summarize to entice. I need to include some of the interesting parts and I have to remember, not give it ALL away!  There were three little pigs living happily in their three little houses. Then a BIG BAD wolf comes along to ruin their day. But the pigs have other plans. If you would like to know what happens you should check out this book!  Teacher re-states the Buzz using a movie announcer voice! |
| ***Active Involvement:***  Now, let’s try it together. Let’s create a buzz about (extremely familiar book). Because good readers create a buzz about the books they love.  Ready here we go-(Teacher stands at a blank chart paper) Tell your partner the first thing we do. Yes! The first thing we do is write the title and the author. (teacher writes it down on the chart)  Now comes the fun part- We need to summarize the book so that we entice readers to want to read this book. Remember don’t give it all away. Turn to your partner and in your movie announcer voice entice them to read this story. (teacher listens in and gathers the best examples)  WOW, I heard \_\_\_\_ say \_\_\_\_. Let’s begin that way. Then I heard\_\_\_\_\_.  Teacher finishes writing the enticing summary.  Class Looks great!-Let’s read it together in our movie announcer voice.  Class reads Buzz chart. |
| ***Link:***  Remember, people everywhere recommend books to one another! I like to read books recommended by Oprah. Good readers create a buzz about the books they love.  So today select a book you want to create a buzz about and write it up! |
| **Mid-Workshop Teaching Point:**  Remember good readers create a buzz about the books they love. When you write your buzz don’t give it all away! |
| **Share:**  *Have students put read their book buzzes. Have kids put thumbs up if they are enticed to read that book. (Optional- Put books and buzzes in a separate tub in classroom library)* |

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| Unit 1 Mini Lesson 9a |

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| Unit of Study: | Building a reading life |
| Goal: | Making Texts Matter- Holding Tight To Meaning, Building Relationships With Books, Creating A Buzz About Books And Choosing Texts That Matter |
| Teaching point (Kid language!): | Readers ensure they always have a stack of just right books waiting for them to keep reading. (pg 23, 29) |
| Catchy phrase: | “Just right for me!” |
| Text: | Baskets of books by topic and by level. |
| Chart(?): | Independent Reading level chart (See attached) |
| Standard: | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |

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| **Mini Lesson**: (7-10 minutes total)  **Connection:**  We have been doing so much great reading in our class. When we select books that we are excited about or that matter to us, we need to make sure that they are “just right” for us, because good readers ensure they always have a stack of “just right” books waiting for them to keep reading. |
| **Teach:**  (Teacher demonstrates how to choose leveled books by using our Independent Reading Level Chart to find books that are “just right.” Demonstrate how to fill out the levels chart for a lower level. Go to the leveled tubs and pick out books at your “level.” Teacher makes sure to think aloud as they go through this process.) Because good readers ensure they always have a stack of “just right” books waiting for them to keep reading. |
| **Active Involvement:**  (Distribute pre-filled levels charts to students. Have students write their level in the appropriate box and fill in the rest of the form. Guide them in this process.) Because good readers ensure they always have a stack of “just right” books waiting for them to keep reading. |
| **Link:**  Today and every day, from now on, and the next time you go look for a book, you need to make sure you have a stack of “just right” books waiting for you to keep yourself reading. |
| **Mid-Workshop Teaching Point:**  Remember, good readers ensure they always have a stack of “just right” books waiting for them to keep reading. |
| **Share:**  Remember, good readers ensure they always have a stack of “just right” books waiting for them to keep them reading. Who would like to share a few of their books in their book bag. |

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| Unit 1 Mini Lesson 9b |

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| Unit of Study: | Building a reading life |
| Goal: | Making Texts Matter- Holding Tight To Meaning, Building Relationships With Books, Creating A Buzz About Books And Choosing Texts That Matter |
| Teaching point (Kid language!): | Readers ensure they always have a stack of just right books waiting for them to keep reading. (pg 23, 29) |
| Catchy phrase: | “Just right for me!” |
| Text: | Tubs of random books. |
| Chart(?): | Independent Reading level chart (See attached) |
| Standard: | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  (Have a bag of different type of shoes. Discuss how there are different shoes of different types and they each serve a different function. We begin by pulling out a too-big pair of shoes and asking the class what they think the purpose of these shoes might be. ) Each pair of shows has a different purpose, sometimes obvious, sometimes not. But purpose is very important. We certainly would not wear snow boots to play golf! Just like choosing a pair of shoes for a specific activity, we always have a purpose when we choose a book. Because good readers ensure they always have a stack of “just right” books waiting for them to keep reading. |
| **Teach:**  Sometimes we can tell “just right” books because they have the level written on them. But most books don’t have the level written on them, so how can we pick a book at our level if we don’t know what level the book is at?  In order to do this, we need to have a system to do that. Here’s what you do. Read one page of the book you are thinking about taking. If you find 5 words or more on the page that you don’t know or you can’t read, then the book might be too hard for you. If you aren’t sure, try reading one more page and repeating this procedure.  (Demonstrate this procedure. Pick a book and stumble on 5 words and then think about loud) this book is too hard! I’ll pick another, because good readers ensure they always have a stack of “just right” books waiting for them to keep reading. |
| **Active Involvement:**  (Pass out tubs of random books. Have students practice finding good fit books.) Remember, if a page has 5 or more words you can’t read or don’t understand, it might be too hard for you! Because good readers ensure they always have a stack of “just right” books waiting for them to keep reading. |
| **Link:**  Today and every day, from now on, and the next time you go look for a book, you need to make sure you have a stack of “just right” books waiting for you to keep yourself reading. |
| **Mid-Workshop Teaching Point:**  Remember, good readers ensure they always have a stack of “just right” books waiting for them to keep reading. |
| **Share:**  Remember, good readers ensure they always have a stack of “just right” books waiting for them to keep them reading. Who would like to share a few of their books in their book bag. |

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| Unit 1 Mini Lesson 10 |

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| Unit of Study: | Building a reading life |
| Goal: | Making Texts Matter- Holding Tight To Meaning, Building Relationships With Books, Creating A Buzz About Books And Choosing Texts That Matter |
| Teaching point (Kid language!): | Readers balance when to stop & fix up, and when to skip it and keep on reading. (p24, 29) |
| Catchy phrase: | Keep on trucking through unimportant words. |
| Text: | Familiar text at high end of grade level with harder/unfamiliar words. Pre-read and pre-determine 4-5 words, some of which you can run over and some of which you need to stop and fix. |
| Chart(?): | Picture/video of a monster truck going over an obstacle. |
| Standard: | 3.RF.4 Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry 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)  Students will need to be in reading groups by the time they are doing active involvement. |
| **Connection:**  Have you ever been reading a story and got to a word that you hadn’t seen before? or that you didn’t know what it meant? What do you do? Well, you have two choices. You can either go over it or you can stop and try to figure it out. If you stop and go over it, you are deciding to take a brief pause to figure out what it means. You would normally do this with words you think are very important to the story. You would need to use the context of the story to help you do that. However, if you don’t think the word is super-important, then you can just go over it never taking a detour from the story’s path. This is much like a monster truck, which when it encounters a car or other obstacle just goes right over the top of it and keeps on going, never pausing or stopping. Remember, it’s important to use the context of the story to help you determine whether or not you should stop and fix it, or whether you should run right over it! Readers balance when to stop & fix up, and when to skip it and keep on reading. |
| **Teach:**  (Using the predetermined text (above) read a passage aloud and model this behavior. Stop at 4-5 predetermined hard words and model this process, using both options and thinking aloud as you do this to help students hear how to do this.)  Here’s a word I don’t understand. I think it might be important to the story, so I’m going to pause and ask a friend/look it up/etc.  Here’s another word I don’t understand. But I already understand what is going on here, and so it doesn’t seem that important to the story, so I’m going to run right over the top of it and keep on trucking.  Remember, Readers balance when to stop & fix up, and when to skip it and keep on reading. |
| **Active Involvement:**  (Students will use a leveled book (chosen by the teacher) within their leveled group to practice reading a passage and trying out their options when they get to a new word. Have them write the words that they find on a sticky note and then at the end write down next to it whether they stopped & fixed it or whether they kept on trucking. Remember, Readers balance when to stop & fix up, and when to skip it and keep on reading. |
| **Link:**  Today and every day and from now on, Readers balance when to stop & fix up, and when to skip it and keep on reading. |
| **Mid-Workshop Teaching Point:**  Remember, readers balance when to stop & fix up, and when to skip it and keep on reading. |
| **Share:**  (Have 1 group share how they performed this task. They can compare and contrast which words they fixed and which they ran right over.) |

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| **Unit 1 Mini Lesson 11** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | *Bringing Together Reading Lives, Texts That Matter And Partners* |
| **Teaching point** *(Kid language!)***:** | *Readers help each other by building reading friendships.* |
| **Catchy phrase:** | We can help each other become better readers and find treasure chest books! |
| **Text:** | Classroom library books categorized by genre |
| **Chart:** | At top, draw an open treasure chest picture. Inside, write “animals” or “mysteries”, etc. Then write these four bullets below.   * What have you read? (history) draw an arrow backwards * What are you reading? (interests) draw smiley face or light bulb * What would you like to read? (goals) draw picture of spyglass * How can I help you? (partnership) |
| **Standard:** | 3.SL.3 Ask and answer questions about information from a speaker offering appropriate elaboration and detail. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Readers, we have been talking for many days about how to build our reading lives. One of the ways that we can build our reading lives is by reaching out to others and talking to them about what we like to read, and finding out from them what they like to read.  Sometimes it helps if we talk to a friend about what we have read, (TPR: Point behind your shoulder) our reading histories. What we like to read, (TPR: Point to knees) our reading interests. And what we hope to read one day, (TPR: Point in front of you or put your hand to your forehead like you are looking for something) our reading goals. Reading friends like to help each other.  Today, I am going to show you how to ask a friend about what they have read, what they are reading and what they would like to read one day. This is how we build reading friendships, by helping each other. We are going to help each other become better readers and find treasure chest books! |
| ***Teach: 4-6***  (Choose a student volunteer to be your reading partner.) Adrian and I are going to be reading friends today and help each other find treasure chest books. Watch us as we show you how to do this with your reading friend.  Okay Adrian, we need to find you a treasure chest book. I want to help you, so I need to learn about your reading history, (point behind back) your reading interests, (point to knees) and your reading goals (look ahead) so that I can help find you a treasure chest book. We have these handy little reminders, just like on the big chart, that will help you remember the questions we are asking. (Teacher shows mini 4 bullet chart with icons) Let’s begin, Adrian. What have you read lately? (Adrian answers) What are you reading? (Adrian answers) What would you like to read? (Adrian answers) Okay Adrian, let’s see where those treasure chest books are in our own classroom. (Teacher and Adrian walk around the classroom library and find a great treasure chest book for Adrian.)  Adrian and I did a great job learning how to help find treasure chest books for each other. |
| ***Active Involvement: 2-3***  (Students work with previous partners to do the following active engagement). Okay boys and girls, now it’s your turn to work with your reading friend to help them find treasure chest books. In just a moment, Partner A will use their own little charts to ask their friend these questions, so that they can learn about their partners history, interests and goals. Partner A will listen carefully so that they can learn about their reading friend. After that, you will switch and let Partner B do the interviewing. Off you go to help your reading friend find treasure chest book !  (Students practice at the carpet and find a treasure chest book for each other from the library. Afterwards, teacher tells the group about one partnership that she saw that she thought was doing a really great job.)  I want to share with you a really great observation I made when I saw Maria and Ryan helping each other find treasure chest books. Maria asked Ryan all of the questions that she needed answers to to help him find a treasure chest book. Good job, Maria and Ryan! |
| ***Link:***  Remember, good reading friends ask their reading friends, What have you read? (point behind back) What are you reading, (point to knees) and What would you like to read (point ahead) and then they say, “How can I help you?” From now on, remember that you can help your reading friends find treasure chest books. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 1 Mini Lesson 12** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | *Bringing Together Reading Lives, Texts That Matter And Partners* |
| **Teaching point** *(Kid language!)***:** | *Readers talk about what they read with their partners.* |
| **Catchy phrase:** | Can I share a good book with you? What have you been reading lately? |
| **Text:** |  |
| **Chart(?):** |  |
| **Standard:** | 3.SL.1: Engage effectively in a range of collaborative discussions with diverse partners on grade three topics and texts building on others’ ideas and expressing their own clealy.  b. Follow agreed upon rules for discussion, eg. Listening to others with care |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** (teacher pulls out a favorite book) 1-2  Have you ever had a time where you were reading a really great book and you couldn’t wait to share it with somebody or to tell someone about it? Maybe you have been trying to get a book from our library, like The Diary of a Wimpy Kid, and every time you go, (sigh) someone has checked it out, and you can’t wait because you’ve heard it is such a good book!  Well, this is happening to me right now because I found a really great chapter book that I can’t wait to share with you today. Good readers always ask a friend, “Can I share a good book with you?” They also listen to friends when they want to share a good book with them.  The reason that we do this is because we want to help each other learn to enjoy reading and to find books that maybe our partner didn’t know about before. Good readers also ask their friends, “What have you been reading lately?” |
| ***Teach: 4-6***  (In advance, teacher needs to invite a visitor to their classroom to be a reading partner. Ie: Principal, teaching partner, another student. This person needs to bring a book with them)  Good readers build reading friendships with one or more people. This helps them to build a community of readers, and find people with whom they can talk about what they are reading.  Oh, did you just hear someone at the door? Excuse me good readers while I go see who that is. (Greet visitor) I’m so glad that you are here Mr. Larios. Can I share a good book with you? (Teacher shares the book they’ve found and then, the teachers asks…) What have you been reading lately, Mr. Larios? (Mr. Larios has a book with him and tells teacher about the book by saying…) Can I share a good book with you?  Thank you for visiting and being my reading friend, Mr. Larios. I look forward to the next time we can share the books we are reading together. Have a great day! (visitor exits.)  Good readers always look for new reading friends to share good books. That way you can talk about a book you like, and find out about a book you might not know about yet. You say, “Can I share a good book with you?” “What have you been reading lately?” |
| ***Active Involvement: 2-3***  (Teacher has pre-arranged partners for unit. Students bring their reading log to the carpet.)  In just a moment, you will get a chance to begin building a reading friendship just like I did with Mr. Larios. I want you to pick one book from your reading log that you would REALLY love to share with your reading friend. You will say, “Can I share a good book with you?” (Practice saying this line together.) Then you will get a chance to tell your reading friend about the book you chose.  After that, you will get a chance to listen to your reading friend share. You will ask, “What have you been reading lately?” Let’s practice that all together. (Practice saying this line together) Be sure to be a good listener while your reading friend shares with you.  (After students practice with their reading friends, teacher shares about one partnership she witnessed doing a good job with the teaching point.) I heard Juan and Yazmin being good reading friends. Yazmin asked Juan, “Can I share a good book with you?” Then she told him all about The Magic Tree House book she read. Juan listened carefully and then Yazmin asked him, “What have you been reading lately.” Then, Yazmin listened carefully to Juan share. They were excellent reading friends! |
| ***Link:***  So, I want you to remember today and every day, that reading friends always ask “Can I share a good book with you?” Then they ask, “What have you been reading lately. This helps us to build our reading community. We can share about our favorite books and find out about books that we didn’t even know about before! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 1 Mini Lesson 13** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | *Bringing Together Reading Lives, Texts That Matter And Partners* |
| **Teaching point** *(Kid language!)***:** | *Readers summarize what they’ve read so far to help them understand.* |
| **Catchy phrase:** | “Hmm…this is important, but this is not important.” (Use hands like a scale, with important being up, and not important being down.) |
| **Text:** | A familiar text that has been read during shared reading or read aloud |
| **Chart:** |  |
| **Standard:** | 3.RL.3 Describe characters in a story (eg: their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.  3.RL.2 Recount stories; determine the central message and explain how it is conveyed through key details in the text.  3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:** 1-2  Yesterday, we spent some time talking about how reading friends talk about their books together. Remember, we said, “Can I share a good book with you?” and “What have you been reading lately?”  Today, we are going to learn how to tell our reading friend about a book we are reading. To do that, we need to know what’s important in the book so that our reading friend can understand and follow we are saying about our book, because remember boys and girls, our reading friends haven’t yet read the book.  In order to tell someone about a book you are reading, you need to decid, “Hmm…this is important, ( put hand up in air like a scale) but this is not important (put other hand down low like a scale.) |
| ***Teach: 4-6***  We’ve been reading this great book \_\_\_\_\_\_\_. Give me a thumbs up if you remember this story. This was such a great book, and I really wish that I had time to read the whole thing again, but today we are just going to look at one page. I’m going to show you how I decide what is important (use TPR) and what is not important (use TPR) on that page so that I can tell my reading friend about it. Would you boys and girls be my reading friend for today? Thank you!  (Teacher opens up to a page in the book. Teacher reads that page aloud to the class.) Boys and girls, let’s pretend I’ve only read up to this page in the book so far and I need to tell my reading friend, (you guys) about it so far. I need to decide what is important and what is not important up to here. (Teacher models using a think aloud about what is important and what is not important up to that page. Quickly thumb back through the pages up to that point and think aloud about what had happened so far in the story.)  Hmm…this is important to tell my reading friend about because if I didn’t tell them this, they wouldn’t understand the story I’m reading. This other part is interesting but it’s not necessary to tell my reading friend about it, because he will be able to understand what I’m reading without knowing about it.  I thought to myself “Hmm… this is important (use TPR) but this is not important (use TPR) and then I told my reading friend about what happened in my story so far. My reading friend can understand what the story is about so far because I knew what was important, (use TPR) and what was not important (use TPR.) |
| ***Active Involvement: 2-3***  Now you’re going to have a chance to do this with your reading friend. Let’s look some more at our book and pretend we’ve only read up to page \_\_\_. (Using the same book, thumb through a few more pages with kids.) In just a moment, I’m going to give you a talking stick. The person with the stick is the person who gets to talk, and the person without the stick gets to listen. If you have the talking stick, you are going to think about the story up to page \_\_\_ and decide , “Hmm…this is important, but this is not important.” Then you will tell your reading friend the important parts they need to know to understand the story up to this point.  (Have students sit with their reading friends for this unit. Students will decide together what was important to tell their reading friend, and what was not important up to this point.  (Repeat this process with the other partner. Teacher needs to read a few more pages of the story first. Then, partners switch roles and the other person gets the stick.)  Teacher shares an observation. Oh, boys and girls, I was just listening to some awesome sharing, and everyone was doing such a great job. I really want to thank Yessica and Gerardo for doing a super awesome job because when Yessica had the talking stick, she was doing a really great job saying, “Hmm…this is important, but this is not important” and Gerardo was doing a really great job listening. So, thank you, Yessica and Gerardo for being such great reading friends and working together to decide what was important and what was not important in the story so far. |
| ***Link:***  All right, boys and girls, when we want to tell our reading friend about what we’ve read in our story so far, we need to decide, “Hmm…..this is important but this is not important in what I’ve read in the story so far.” This is so important because when you’re telling someone about a story that they haven’t read you need to be able to give them the right information so they can understand what the story is about. So remember….”Hmm….this is important (TPR) but this is not important (TPR).” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 1 Mini Lesson 14** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | *Bringing Together Reading Lives, Texts That Matter And Partners* |
| **Teaching point** *(Kid language!)***:** | *Readers take big steps to retell the most important parts of their stories.* |
| **Catchy phrase:** | Take four big steps to walk through the story from the beginning to the end. |
| **Text:** | Previous day’s text; four magnetized footsteps to “walk along” a story trail; four footsteps and a story trail in baggies for each pair of reading friends can use to practice with; a new text that children are utterly familiar with. |
| **Chart(?):** |  |
| **Standard:** | 3.RL.2 Recount stories; determine the central message and explain how it is conveyed through key details in the text.  3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  Good readers, yesterday we practiced telling our reading friend about what we’ve read in a story so far. After we read for awhile, we stopped and said, “Hmm….this is important (use TPR) but this is not important (use TPR) to understand what has happened in the story so far. Could you give me a thumbs up if you remember practicing this yesterday with our book \_\_\_\_\_\_? (Refer to book that was used for yesterday’s lesson.)  Today we’ve going to learn how to tell our reading friend about not just what we’ve read so far in our story, but about what happened in the whole story (use arms to describe a huge circle in the air, like the whole world), from the beginning to the end of the story. To do that, we need to take four big steps (count off 1,2,3,4 as you put up magnetized footsteps on a trail, or path) to walk through the story from the beginning to the end. This is important because we want to be able to share with our reading friend a story we have read that maybe they haven’t had a chance to read yet. We want to tell them about the whole story, but we don’t want to tell them everything that happened in the story. We want to tell them the four most important things that happened in the story. So when we want to tell our reading friend about the whole (use TPR) story, we need to decide what the four most important things are that happened in the story, and then take four big steps (count off 1,2,3,4 as point your finger to each magnetized footstep you have put up) to walk through the story from the beginning to the end. |
| **Teach: 4-6**  I want to tell my reading friend about the whole (use TPR) book that we read yesterday (use yesterday’s previously-used text.) I don’t want to tell my reading friend about everything in the story. I want to tell my reading friend about the four most important things that happened in the book and then take four big steps to walk through the story from the beginning to the end.(Use TPR and refer back to the footsteps.)  Let me show you now good readers how I decide what are the four most important things are that happen in this story, and then take four big steps to walk through the story from the beginning to the end. (Teacher uses a think out loud to determine the four main events in the story. Teacher uses a footstep and puts it on the story trail as she determines the four most important events in the story.) |
| **Active Involvement: 2-3**  (Teacher has a common shared story that students have already read, but it is a different story from the previously-used text.) Boys and girls, now it’s your turn to tell your reading friend about a story that you have read. You and your reading friend will need to decide what the four most important things are that happened in the story. After you decide the first thing, you need to put a footstep on your story trail. After you decide the second thing, then put your second footstep on the story trail. You and your reading friend will decide together what the four most important things are that happened in the story, and then take four big steps to walk through the story from the beginning to the end.  (Teacher shares an observation.) Readers, you have done such a wonderful job today taking four big steps to walk through the story from the beginning to the end. These reading friends (point to 2 partners) talked together to decide the four most important things that happened in the story. These reading friends (point to another pair) worked together to put the four footsteps on the story trail. I saw all reading friends taking four big steps to walk through the story from the beginning to the end. |
| **Link:**  So remember, good readers, that today and everyday when you want to tell your reading friend about the whole (use TPR) story that you’ve read, you want to share the four most important things that happened in the story. Story. We just want to share the four most important things that happened in the story. So remember, good readers, that today and everyday, when good readers want to share the whole (use TPR) story, they take four big steps to walk through the story from the beginning to the end. (Use footsteps on the path again). |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 1 Mini Lesson 15** |

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| **Unit of Study:** | *Building a reading life* |
| **Goal:** | *-Bringing Together Reading Lives, Texts That Matter And Partners* |
| **Teaching point** *(Kid language!)***:** | * *Readers synthesize retellings by adding in important details that were read earlier in the story. (pg 25, 30)* |
| **Catchy phrase:** |  |
| **Text:** |  |
| **Chart(?):** |  |
| **Standard:** | 3.RL.2 Recount stories; determine the central message and explain how it is conveyed through key details in the text.  3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Readers, there are many ways to retell stories we are reading. Yesterday, we learned how to retell our whole story (use TPR) with four big steps. Sometimes though, when we are retelling we need to add information the listener needs to know in order to understand why the characters are doing what they are doing or how the story got to where it is. As we retell we might move from the past to the present. Today, I am going to teach you how readers use parts from earlier in the story to help listeners understand the parts they are retelling now. |
| ***Teach:***  (Use an example from a story students know. Here is an example from pg 26 Lucy Calkins Reading Workshop 3rd grade…)  Here is what it sounds like “in chapter 8, Willy rode his sled to the edge of the town on the day of the race. He stopped- amazed to see so many spectators. (this is the race he entered so he could get money to save the farm from tax collectors and his grandfather from depression.) Willy saw that one of the people who had come to cheer him on was Doc Smith. (Doc Smith is the person who told Willy he was nuts to try to find a way to help his grandfather pay the tax money)….  (As you retell, point behind you when you are referencing a past event)  Do you hear how my voice sounds quieter? How I am telling you a little bit from before to help you understand what is happening now? |
| ***Active Involvement:***  (Have students get their thumbs ready) I am going to retell the story we used yesterday for our big steps. I want you to be listening for the times I refer back to details from earlier in the story and give me a thumbs up when you hear them.  (Use the story you read before and retold yesterday, insert parenthetical comments from earlier in the story) |
| ***Link:***  Readers, when you are retelling, remember one way is to add details from the past to help your partner understand what is happening now. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 1 Mini Lesson 16** |

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| **Unit of Study:** | Building a Reading Life |
| **Goal:** | Growing and Learning Lessons Alongside Characters |
| **Teaching point *(Kid language!)*:** | Readers show they are listening by being active listeners and asking questions. |
| **Catchy phrase:** | I will show you I am listening and thinking about what you are saying. |
| **Text:** | Familiar read aloud book (not a chapter book) |
| **Chart(?):** | Make active listening chart   * Keep my body still * Nod my head when I understand * Give my partner time to share all thoughts * Ask questions when I am confused (with examples) |
| **Standard:** | 3.RL.2 Recount stories; determine the central message and explain how it is conveyed through key details in a text.  3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection****:*  *When we are meeting with our reading partners, it is important that we listen to what they are saying. Yesterday we learned how to refer back to details to let a partner know where we are at in a book. When we are sharing our retell with a partner we really want them to listen to us. Today we are going to talk about how to show someone we are really listening to them. We can do this all throughout our day.*  *Because…..* readers show they are listening by being active listeners and asking questions. |
| ***Teach:***  *(Ask another adult or student with mastery skills to model partner talk.)*  *Watch what I look like and what I do when I am being an active listener. My partner \_\_\_\_\_\_\_*is going to retell his/her story and I am going to actively listen.  To show \_\_\_\_\_\_\_\_that I am listening, watch that I:   * Keep my body still * Nod my head when I understand * Give my partner time to share all thoughts * Ask questions when I am confused   I will show you I am listening and thinking about what you are saying.  (Partner retells a story and teacher actively listens.)  (Teacher gets a confused look on her face and asks a clarifying question.)  I didn’t understand the part when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Could you explain that to me?  (Partner explains and teacher actively listens some more.)  Remember…... readers show they are listening by being active listeners and asking questions. |
| ***Active Involvement:***  Now it is your turn to show your partner that you are really listening and you are thinking about what they are saying.  Partner A – You are going to say “I will show you I am listening and thinking about what you are saying.”  Remember….. Readers show they are listening by being active listeners and asking questions. (Point to chart.)  Partner B – You are going to retell the book \_\_\_\_\_\_\_\_\_\_\_\_(familiar read aloud book).  (Teacher monitors with checklist and directs students to switch when appropriate.)  I noticed that \_\_\_\_\_\_\_\_ nodded to show his understanding and \_\_\_\_\_\_\_\_asked questions when she was confused. That really showed that they were listening and thinking about what their partner was saying. |
| ***Link:***  How did it feel today to have someone actively listen to you?  Whenever you are working with a partner, show them that you are listening and thinking about what they are saying by being an active listener.  Today with your partner, remember…..readers show they are listening by being active listeners and asking questions. Off you go! |
| **Mid-Workshop Teaching Point:**  I really noticed that we were (or weren’t) asking a lot of questions. Remember to show your partner you are listening by asking clarifying questions.  (Add to chart questions that students were using or question stems to help students ask questions.)  Examples of question stems:   * What happened before/after \_\_\_\_\_\_\_\_\_\_\_\_? * Why did \_\_\_\_\_\_\_\_\_\_\_(person)\_\_\_\_\_\_\_\_\_\_(action)? * Can you explain that part again? |
| **Share:**  Have a successful partnership do an example in front of class. |