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*We are Readers Exploring the Exciting Worlds of Books. “Yes I am a reader!”*

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| Kindergarten Reading Unit 1  Unit of Study Planning Template | Dates  Aug. 27 – Sept. 28 |

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| Unit: 1 | *We are readers exploring the exciting worlds of books.*  *“Yes, I’m a reader!”* |
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| *Goals:*  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * *Readers are excited about books. (Let the reading adventures begin!)* * *Readers read independently as community members.* * *Readers share their reading with a partner.* |
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| Standards: | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RI.10 Actively engage in group reading activities with purpose and understanding.  K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue conversations through multiple exchanges   K.RF.1 Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters.   K.L.6 Use words and phrases acquired through conversations, reading and  being read to, and responding to texts. |
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| Key Vocabulary: | |  |  |  | | --- | --- | --- | | adventure | aventura |  | | author | autor/a |  | | back cover | contra portada |  | | book | libro |  | | character | personaje |  | | community | comunidad |  | | front cover | portada |  | | illustration | ilustración |  | | imagine | imaginar |  | | independent | independiente |  | | partner | compañero/a |  | | pretend | imaginar |  | | purpose | propósito/objetivo |  | | question | pregunta |  | | reader | lector/a |  | | responsible | responsable |  | | share | compartir |  | | stamina/endurance | duración |  | |
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| Anchor Texts: | |  |  |  | | --- | --- | --- | | *Eric Carle Books* | *Eric carle* |  | | No David! | ¡No david! |  | | Chicka Chicka Boom Boom | Chicka chicka bum bum |  | | 5 Little Monkeys | Los 5 monitos |  | | Wheels On The Bus |  |  | | *Laura Numeroff (*If You Give A Mouse A Cookie) |  |  | | 5 Little Ducks | Los 5 patitos |  | | Alphabet Books | Libros del abecedario |  | | Number Books | Libros de numeros |  | | Color Books | Libros de colores |  | |
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| Other Resources: *(Websites etc.)* | Reading A-Z, Sign Language, Have fun teaching.com, [www.starfall.com](http://www.starfall.com) , Print out books from [www.hubbardscupboard.org](http://www.hubbardscupboard.org) , ABC songs from internet/CD’s, |

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| Assessment: | *FORMATIVE* | *SUMMATIVE* |
| *(Including CCSS performance task.)* | Anecdotal notes  Conferring notes  Observation Survey   * CAP * Letter/Sound I.D. * Sight word list   Checklist | Checklist |

Unit of Study at a Glance Planner

| **Unit :** We are readers exploring the exciting worlds of books. “Yes, I am a reader!” | | |
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| **GOAL:**  Readers are excited about books (Let the reading adventures begin) | **GOAL:**  Readers read independently as community members. (Routines) | **GOAL:**  Readers share their reading with a partner. |
| **MINILESSONS: Pages 16-18** | **MINILESSONS: Pages 18-21** | **MINILESSONS: Pages 20-22** |
| * Readers get excited about books by finding them in the classroom library. (Routine)   K.RML.1-1   * Readers get excited about books by going on reading adventures. (Routine)   K.RML.1-2   * Readers read books by: reading the words, reading the pictures, and retelling the story. (p. 17)   K.RML.1-3   * Readers get excited about books by learning to read for different purposes. (Reading for information, reading for enjoyment or reading because the book was recommended.) (p. 18)   K.RML.1-4   * Readers get excited about books by reading favorite and concept books. (p.17)   K.RML.1-5   * Readers can choose a book by looking at the cover. (p.19)   K.RML.1-6   * Readers can pretend they are the characters by studying the illustrations. (p.17)   K.RML.1-7 | * Readers know how to take care of books by turning the pages carefully and storing our books properly. (Routine)   K.RML.1-8   * Readers care for their book boxes by carrying and storing books in it properly so it will last all year. (Routine)   K.RML.1-9   * Readers get better at reading by making sure they read the whole time. (Routine)   K.RML.1-10   * Readers read for a longer amount of time by rereading their books. (p. 20-21)   K.RML.1-11   * Readers practice reading by pointing and knowing where to start. (p. 21)   K.RML.1-12 | * Readers know how to share a reading adventure with a partner by taking turns and making plans. (p.21-22)   K.RML.1-13   * Readers know how to practice reading with a partner by taking turns and actively listening. (p. 20-21)   K.RML.1-14   * Readers can act out their character by looking closely at the picture and imagining what they would say with a partner. (p. 21)   K.RML.1-15 |

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| **WORKSHOP CALENDAR FOR:** | | Kindergarten Reading Unit 1 | *Date:* August -September |
| **Unit of Study: Unit 1** | We are readers exploring the exciting worlds of books (Yes, I am a reader!) | | *Charts:* Behavior Charts for Independent and Partner Reading |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 8/ 27  **Readers get excited about books by finding them in the classroom library. (Routine)**  **K.RML.1.1**  Los lectores saben cómo usar la biblioteca del salón para encontrar libros. | 8/ 28  **Readers get excited about books by finding them in the classroom library. (Routine)**  **K.RML.1.1**  Los lectores saben cómo usar la biblioteca del salón para encontrar libros | 8/ 29  No School for Kinder? | 8/ 30  **Readers get excited about books by finding them in the classroom library. (Routine)**  **K.RML.1.1**  Los lectores saben cómo usar la biblioteca del salón para encontrar libros. | 8 / 31  Choose your own mini lesson day |
| 9 / 3  HOLIDAY\*\* | 9/ 4  **Readers get excited about books by going on reading adventures. (Routine) K.RML.1.2**  Los lectores leen para crear aventuras con sus libros y divertirse. | 9/5  **Readers read books by, reading the words, reading the pictures, and retelling the story. (P. 17) K.RML.1.3**  Los lectores saben leer sus libros en 3 maneras con un propósito: Leer los dibujos, leer las palabras, recontar. | 9/6  Continue- lesson or choose your own mini lesson | 9/7  **Readers get excited about books by learning to read for different purposes. (Reading for information, reading for enjoyment or reading because the book was recommended.) (P. 18) K.RML.1.4**  Los lectores leen por diferentes propósitos.   * Información * Placer * Recomendar |
| 9 /10  **Readers get excited about books by reading favorite books and concept books. (P. 17) K.RML.1.5**  Los lectores vuelven a leer libros favoritos y libros de conceptos para practicar la lectura. | 9 /11  **Readers can choose a book by looking at the cover. (P. 19) K.RML.1.6**  Los lectores pueden utilizar la portada para seleccionar un libro. | 9/12  **Readers can pretend they are the characters by studying the illustrations. (P. 17) K.RML.1.7**  Los lectores pueden estudiar las ilustraciones con el fin de simular que son los personajes. | 9/13  Choose your own mini lesson day | 9/14  **Readers take care of books by turning the pages carefully and storing our books properly. (Routine) K.RML.1.8**  Los lectores saben cómo cuidar sus libros pasando las páginas con cuidado y guardando los libros adecuadamente. |
| 9/17  **Readers care for their book boxes by carrying and storing books in it properly so it will last all year. (Routine)**  **K.RML.1.9**  Los lectores cuidan sus cajas de libros al sostener y almacenar sus libros en ellas apropiadamente para que duren todo el año. | 9/18  **Readers get better at reading by making sure they read the whole time. (Routine)**  **K.RML.1.10**  Los lectores se aseguran que leen independientemente todo el tiempo para que sean mejores lectores. | 9/19  Choose your own mini lesson day | 9/20  Choose your own mini lesson day | 9/21  **Readers read for a longer amount of time by rereading their books (P.20-21) K.RML.1.11**  Los lectores vuelven a leer y por eso leen por más tiempo |
| 9/24  **Readers practice reading by pointing and knowing where to start. (P.21) K.RML.1.12**  Los lectores practican su lectura señalando y sabiendo dónde empezar**.** | 9/25  **Readers know how to share a reading adventure with a partner by taking turns and making plans. (routine) (P.21-22) K.RML.1.13**  Los lectores saben cómo compartir su aventura de lectura con su compañero(a) tomando turnos creando planes. | 9/26  **Readers know how to practice reading with a partner by taking turns and actively listening.(P.20-21) K.RML.1.14**  Los lectores saben cómo practicar la lectura con su compañero(a) tomando turnos y escuchando activamente. | 9/27  **Readers can act out their character by looking closely at the picture and imagining what they would say, with a partner. (P.21) K.RML.1.15**  Los lectores pueden interpretar sus personajes mirando de cerca las ilustraciones y imaginando lo que dirían con un compañero. | 9/28  Celebration! |

**Unit of Study Assessment Checklist**

Unit 1- Readers Can Read about Science Topics to Become Experts

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| Name | Engages in class read-a-louds and discussions. | Reads independently for at least 3 minutes | Reads and follow directions with a partner |  |  | Notes |
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| **Unit 1 Mini Lesson 1** |

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| **Unit of Study:** | We Are Readers Exploring the Exciting World of Books |
| **Goal:** | We are readers exploring the world of books- “Yes, I am a reader!” |
| **Teaching point** *(Kid language!)*: | **Readers get excited about books by finding them in the classroom library.** |
| **Catchy phrase:** | **Check the label, check the book.** |
| **Text:** | Classroom library leveled book bins |
| **Chart(?):** |  |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RI.10 Actively engage in group reading activities with purpose and understanding. |

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| ***Mini Lesson:***  ***Connection:***  *Boys and girls I love to read. When I want to get a book I go to the library. The library is the place in our community where you can find LOTS of different books about many different things. When I look for a book I always think about what I want to read first and then I go to that section. For example, if I want to read about horses I look for a section in the library that has animal books in it.*  *I have some really exciting news to share with you! Guess what, we have a classroom library right here where you can find books to read in the classroom! Today we’re going to take some time to learn how to use our library because readers get excited about books by finding them in the classroom library.* |
| ***Teach:***  *(You might teach this mini lesson differently according to how your library is organized.)*  *Sometimes I don’t really know what I want to read when I go to the library. When that happens I look through the sections of the library I see something I like. I “check the label, check the book” to find a book I would like to read.*  *Other times I know exactly what to read. For example, this summer I went to the zoo with my family. I had so much fun seeing all the animals. One of the animals that I am particularly interested in learning about is the elephant. If I want to learn more about the elephant I can look for a book in our library about elephants.*  *Let me think, where would I find a book about elephants? Readers “check the label, check the book” to find a book they like. In our library we have picture on the front of each book tub. Watch me as I walk around the library to try to find a book about an elephant using the pictures on the tubs to help me.*  *Look, this tub has a picture of a school on it and the books have little labels too that match it. I don’t think it will be there because elephants don’t go to school.*  *Well this tub has a picture of food on it and the books all have labels that match it. I don’t think it will be in here because all these books are about food.*  *Look, here there are pictures of animals on this tub and all the books have animal labels too. I bet I’ll find a book about an elephant in here. (Teacher sifts through the books carefully until she/he finds a book about elephants).*  *I found a book I want to read by using our classroom library! In our library each tub has a label on it and the book has a matching label to tell you where it goes. Remember “check the label, check the book” (use TPR make a check mark in the air).* |
| ***Active Involvement:***  *Boys and girls I want you to pretend that you are super interested to read about horses. Using only your eyes, look around our library and think where you might find a book about horses. Now, that we have all used our eyes everyone can point to that bin.*  *I said you all wanted to learn about horses but not everyone is interested in horses. Think about what you are interested in. Now using just your eyes look at the pictures on the bins and find one that you think you would be interested in reading.*  *Readers get excited about books by finding them in the classroom library. Remember readers “check the label, check the book.”* |
| ***Link:***  *Here we go boys and girls. I’m going to give you a book that I think you will like. You will have time to look at the book and see what it’s about. Then I will call you up in a bit so that you can find where it goes in our library. Readers know how to use the classroom library to find books they “check the label, check the book”.* |
| ***Mid-Workshop Teaching Point:***  *Boys and girls you have had a chance to read your book. Now I want you to put it back where it goes and find a different book. (This is where you teach the students how to put a book back properly.) I’m going to call you up 1-2 at a time to put your book back and find another book that interests you. Remember “check the label, check the book”.* |
| ***Share:*** |

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| **Unit 1 Mini Lesson 2** |

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| Unit of Study: | We Are Readers Exploring the Exciting World of Books |
| Goal: | We are readers exploring the world of books- “Yes, I am a reader!” |
| Teaching point *(Kid language!)*: | Readers get excited about books by going on reading adventures. |
| Catchy phrase: |  |
| Text: | Where the Wild Things Are |
| Chart(?): |  |
| Standard: | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RI.10 Actively engage in group reading activities with purpose and understanding. |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *I am so happy we are all here together today, boys and girls! I’ve had the last few days to get to know all of you in small groups, but now we are ALL here as a whole class. We are going to spend a lot of time together this year getting to know each other, and getting to know our books.*  *We talked last time about how good readers know how to find books in their classroom libraries. They “check the label, and check the book!”*  *Do you all know what an adventure is? Well, when I was little, I used to LOVE going on adventures with my friends. I lived by the mountains, and we all had horses. We used to love taking our horses up into the forest to play hide-and-seek with them. I saw so many beautiful things while I was on my adventures and had so much fun! Readers get excited about books by going on reading adventures.* |
| ***Teach:***  *Let me show you how I go on a reading adventure with my book. I love to read the book Where the Wild Things Are.*  *I’m going to look at the cover and think about what might happen in this book. Oooo, I see a little boy who is dressed up and a bunch of monsters. This will be a good book for me to take on a reading adventure.*  *Now I’m going to open the book carefully and go on an adventure with the pictures. (Teacher models going on a picture walk and reading the pictures of the first few pages. Also model how to turn the pages carefully) See how I looked at the pictures and told myself the story. I am really getting excited about this book. Remember boys and girls, readers get excited about books by going on reading adventures.* |
| ***Active Involvement:***  *Let’s all go on an adventure together with this book! (Teacher turns to the next page in the book.) Turn and tell a friend what you think is happening. (Students share with their partners and teacher listens in to what they are saying when they are done point out a few examples of what you heard them say.)*  *(Repeat this process again a few times. Teacher listens in on students.) Everyone did such a nice job going on adventures with this book! Readers get excited about books by going on reading adventures.* |
| ***Link:***  *Today during your reading, I invite you to go on an adventure with the stories you read. Remember, readers get excited about books by going on reading adventures.* |
| ***Mid-Workshop Teaching Point:***  *(This would be a good opportunity to check-in with your class are they holding their books correctly? Are they turning the pages correctly? If not either pull a small group or state it now as the MWTP. Or restate today’s teaching point)* |

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| **Unit 1 Mini Lesson 3** |

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| **Unit of Study:** | We Are Readers Exploring the Exciting World of Books |
| **Goal:** | We are readers exploring the world of books- “Yes, I am a reader!” |
| **Teaching point** *(Kid language!)*: | **Readers read books by**  **\*reading the words**  **\*reading the pictures**  **\*and retelling the story** |
| **Catchy phrase:** | **Read words! Read pictures! Retell!** |
| **Text:** | A familiar text, like My First Day of School |
| **Chart(?):** |  |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue conversations through multiple exchanges |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *Good morning boys and girls! You’ve all been doing such a good job learning how to become readers these last couple of days! We have been learning about how to get excited about books.*  *When we read, we always do it for a reason. We might be reading just to relax. We could also be reading to learn something new, like when we looked for a book on elephants. We never read just to say the words in a book…that wouldn’t be much fun at all. We aren’t robots, we are readers!*  *Today, we are going to learn how three ways to read a book. We can read the pictures. We can read the words. We can retell a story to ourselves or a friend. (use TPR; numbering off the three ways on your fingers.) Not everyone can read all three ways yet, but you can all read at least one of the ways, NOW, and you will all be able to read all three of the ways soon!* |
| ***Teach:***  *Look what I brought to share with you boys and girls today! It’s My First Day of School, remember, the book we read yesterday! I brought you this so that I could show you three ways to read a book with a purpose. I’m going to read the pictures, read the words and retell the story to myself. (Use TPR 1-2-3 fingers)*  *Watch and listen as I show you how to read 3 ways. First, I’m going to read the pictures. (Teacher models reading the pictures of the first two pages and thinking about what is happening.)Did you see how I looked carefully at the pictures on these two pages and I thought about what could be happening? I didn’t just make something up…I read the pictures!*  *Now, I’m going to read the words. (Teacher models reading the words of the next two pages and thinking about what it said.)Did you see how I read the words on these two pages and I thought about what is said? I didn’t just make something up…I read the words!*  *Now, I’m going to practice reading by retelling the story. (Teacher models retelling the entire story.)Did you see how I retold the story? I didn’t just make something up…I retold what happened!*  *Readers read books by reading the words. They read the pictures, and retell the story! (1-2-3)* |
| ***Active Involvement:***  *Okay boys and girls, remember readers read books three different ways. They read the pictures. They read the words. They retell the story to themselves or a friend. (Using the same text, give student an opportunity to read the pictures.)*  *Look carefully at the pictures on this page and think about what is happening. In just a moment, you will tell a friend what you think is happening in the story by reading the pictures. (Give students a chance to tell a friend what is happening in the picture. Teacher listens in to students sharing.)*  *Watch me as I read the words on this next page. Think to yourself if I did a good job reading the words. When I’m done, you will give me a thumbs up if I did a good job, and a thumbs down if I did not. (Teacher models a poor example of reading the words on the page.) So, what do you think boys and girls, did I do a good job reading the words on this page? No! I didn’t? You’re right…I said, “The frog jumped into the box,” and this book is all about going to school. It has NOTHING to do with frogs and boxes. Silly me! I just made that up! I need to do a better job looking carefully at the words on the page and thinking about what it might say. I’m going to try that again. Watch me again as I show you how to read the words on the page. This time I’m going to remember to think about what I’m reading, because readers always read with a purpose. (Teacher models a good example of reading the words on the page.) How did I do, boys and girls? Yes! You’re right! I did a great job. I didn’t just make it up. I thought about what I was reading and I read the words!*  *Think carefully about the story we read. In just a moment, I will retell part of the story and you will give me a thumbs up if I did a good job, and a thumbs down if I did not. (Teacher models doing a good job retelling the story.) So, what do you think boys and girls, did I do a good job retelling the story? Yes! You’re right! I did a great job. I didn’t just make it up. I thought about what happened and retold this part.* |
| ***Link:***  *Today and every day, when you are reading, remember you can read the pictures, read the words or retell a story to yourself. You ALWAYS need to remember that readers read 3 different ways! They never read just to say the words on the page! Read the pictures! Read the words! Retell!* |

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| **Unit 1 Mini Lesson 4** |

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| **Unit of Study:** | We are Readers Exploring the Exciting World of Books |
| **Goal:** | Let the Reading Adventures Begin |
| **Teaching point** *(Kid language!)*: | **Readers get excited about books by learning to read for different purposes. Reading for information, reading for enjoyment or reading because the book was recommended.** |
| **Catchy phrase:** | **“I know why I’m reading this book!”** |
| **Text:** | Unfamiliar and familiar texts |
| **Chart(?):** |  |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RI.10 Actively engage in group reading activities with purpose and understanding. |
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| ***Mini Lesson: (****7-10 minutes total)* |
| ***Connection:***  *We’ve been learning that you can read books in three different ways. Readers get excited about books by learning to read for different reasons like reading to learn something new, reading for fun or reading because the book was recommended to them.* |
| ***Teach:***  *(Teacher gets together a set of books that include non-fiction books, fun books and books that are favorites or are popular. Teacher can display these books on easel or have them in a box.)*  *Boys and girls I have a set of books and depending on my reason for picking a book I will find a book that is just right for me. For example, if I wanted to know more about dolphins, I would choose this book about dolphins****.***  *If I want to read a book to relax and have fun I might choose No, David because I know that book is funny!*  *Last night, I was talking to another teacher friend of mine. She said that she really liked the book Brown Bear, Brown Bear. She gave me a recommendation to read it. Since she said it was good I might want to choose that book.*  *I have chosen books for 3 different reasons, I chose a book to learn something new, I chose a book for fun, and I chose a book that someone recommended to me! All these different reasons have gotten me excited about reading these books.* |
| ***Active Involvement:***  *Boys and girls, I’m going to hold up 2 books (teacher holds up a non-fiction and fiction book) and says, “If you wanted to learn something new about bunnies, which book would you choose?” Partner A turn to partner B and tell them which book you would choose and why. (The topics of books can be whatever you choose).*  *Now, I’m going to hold up 2 more books (teacher holds up a non-fiction and a favorite story) and says, “If you wanted to read a book just to relax, which book would you choose?” Partner A turn to partner B and tell them which book you would choose and why.*  *Remember that readers read for different purposes such as reading for information, reading for enjoyment or reading because the book was recommended. Now I want you to think if you want to read a book to learn something new, have fun, or find one that was recommended to you. (After they have thought about it let each child choose a book)* |
| ***Link:***  *Today and every day when you choose a book you need to remember that readers get excited about books by reading for different reasons such as reading to learn something new, reading for fun, or reading because the book was recommended.* |

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| **Unit 1 Mini Lesson 5** |

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| **Unit of Study:** | We are readers exploring the exciting world of books –Yes, I am a reader! |
| **Goal:** | Readers are excited about books (Let the reading adventures begin) |
| **Teaching Point:** | **Readers get excited about books by reading favorite books and concept books.** |
| **Catchy Phrase:** |  |
| **Text:** | Favorite Books, Concept Books (ABC, Numbers, Colors) |
| **Chart(?)** |  |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RI.10 Actively engage in group reading activities with purpose and understanding. |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *Readers, we have been reading some really awesome books at school. We have read: No, David, Eric Carle Books, and some letter and number books (name some books you have read). We have read these books so many times that we know exactly how they go. Today we are going to get excited about books by reading our favorite books and concept books.* |
| ***Teach:***  *Today I think I am going to choose a number book. I know how to count so I will know exactly how this book goes. While I look at the pictures I am going to tell myself the story because readers get excited about books by reading favorite books and concept books. I am going to start on the first page. “Look, the number 1! I see one cat. Next, is number 2. I see 2 dogs on this page.” (You can go through a couple of pages.)*  *(Depending on your students you will probably want to do an example of you reading a favorite book or letter book as well)*  *I can also read books that we have read a lot. Remember the book No, David. I am going to tell myself the story as I look at the pictures. (Teacher goes through and looks at the pictures and tells them self the story)* |
| ***Active Involvement:***  *Now it is going to be your turn to readers get excited about books by reading our favorite books and concept books. I am going to hand out a book to each of you. I want you to go through the book and look at the pictures and tell yourself the story! (If you do not have enough books you can just flip through one big book and have them tell their partner.)* |
| ***Link:***  *Now that we know how to go back and reread favorite and concept books we are going to practice this strategy every time we read!* |

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| **Unit 1 Mini Lesson 6** |

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| **Unit of Study:** | We are readers exploring the exciting world of books –Yes, I am a reader! |
| **Goal:** | Readers are excited about books (Let the reading adventures begin) |
| **Teaching Point:** | **Readers can choose a book by looking at the cover.** |
| **Catchy Phrase:** | **Look at the front cover to choose a book!** |
| **Text:** | Box of books |
| **Chart(?)** |  |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RI.10 Actively engage in group reading activities with purpose and understanding. |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *Readers, I have seen how you have been checking the labels and books in the classroom library to find a book you want to read. You have found all kinds of great books! Today we are going to talk about another way to find a good book. We are going to choose a book by looking at the cover.* |
| ***Teach:***  *Whenever you choose a book to read you want to look closely at the cover to see if it is a good book for you. You need to look at the picture and the title to see if it is a good book for you. Watch me while a try to choose a book (Have a box of books next to you to choose from and take one out) First, I am going to look at the cover of this book. I can see in the picture that there is a boy playing baseball. I bet this book is going to be about a boy playing baseball. I can also see that the title starts will a “B,” that is like bbbbbbaseball.*  *Now I have to think if this is a good book for me. I do like baseball, but I really wanted to read a book about animals today. This book is not about animals so I think this is not a book for me today.*  *(Take out another book) Look, this book has a dog on the front cover, he is playing fetch. I can see that the title has a “d” for dog in it. I bet this book is about playing with dogs. I have a dog and he likes to play too! I think this is a good book for me because I wanted to read a book about animals today and this one is even about an animal that I like. I think I found a good book for me. I just chose a book by looking at the cover.* |
| ***Active Involvement:***  *(Have a few boxes of books spread out around the room and let a few students go at a time to pick books) Now it is going to be your turn to choose a book by looking at the cover.****.*** *All around the room I have some different boxes of books. You are going pick out a book and see if it is a good book for you. Remember you need to look at the picture on the cover and the title to see if it will be a good book for you. Once you have chosen a book you can bring it to the carpet to read it. (When the students get back you might want to choose a few students to share why they picked their books.)* |
| ***Link:***  *From now on when we chose a book from the library we not only want to look at the label on the box to find a good book we also want to choose a book by looking at the cover.****.*** |

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| **Unit 1 Mini Lesson 7** |

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| **Unit of Study:** | We are readers exploring the exciting world of books –Yes, I am a reader! |
| **Goal:** | Readers are excited about books (Let the reading adventures begin) |
| **Teaching Point:** | **Readers can pretend they are the characters by studying the illustrations.** |
| **Catchy Phrase:** |  |
| **Text:** | David Goes to School |
| **Chart(?)** |  |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RI.10 Actively engage in group reading activities with purpose and understanding. |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *Readers, over the past 2 weeks we have been learning about how exciting reading can be! We have read books about characters that are loud like David, and quiet like the hungry caterpillar. We have read about silly characters like elephant and piggy, and serious ones like Mrs. Wishy Washy. Today we are going to study the illustrations in our books in order to pretend like we are the characters****.*** *(You might want to remind your students that even though we are pretending we still have to remember that we are in the classroom!)* |
| ***Teach:***  *I am going to study the illustrations in David Goes to School, so I can act like the character****.*** *I can see in this picture that David is being really loud! The girl next to him is raising her hand but he is yelling over her. Then the teacher says “David, raise your hand!” I am going to act out that part. (Act out) Look, I am going to study the illustration on this page. David is drawing on the desk. I wouldn’t really draw on a desk but I am going to pretend I am! (Act out a few pages)* |
| ***Active Involvement:***  *Now it is your turn. I am going to turn to some different pages in David Goes to School and you are going to get a chance to act out the pictures. I am going to give you a minute to study the picture and then I am going to let you act it out. Here we go!! (choose a few pages to have the students act out)* |
| ***Link:***  *Class it is really fun to study the illustrations and pretend like we are the characters!**When you are reading your books you can pretend you are the characters too! Just remember, we are in a classroom so you have to make sure to pretend quietly!* |
| ***Share:***  *(Choose a student or two to come up and act out a page in their book)* |

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| **Unit 1 Mini Lesson 8** |

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| **Unit of Study:** | We Are Readers Exploring the Exciting World of Books |
| **Goal:** | Readers read independently as community members. (Routines) |
| **Teaching point** (Kid language!): | **Readers take care of books by turning the pages carefully and storing our books properly**. |
| **Catchy phrase:** |  |
| **Text:** | Newer classroom library book and a classroom book that has been torn |
| **Chart(?):** | None |
| **Standard:** | (Routine) |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *We have been learning how to read and use our books in our classroom. We are going to be working with books everyday this year. Our books in our classroom are very special and will help us to be become better readers. Today we are going to learn that readers take care of their books by turning the pages carefully and storing our books properly.* |
| ***Teach:*** *(Demonstration)*  *Look and listen. I am going to talk for a little bit and then you will have a turn. I have two books that we used in our classroom last year. (Have a bin of books near by and show newer book and the torn book). Hmm, I wonder which book I want to read. I am going to choose the new book because the pages are nice and pretty. I need to be careful while I am turning the pages so I don’t rip them.*  *While I have the book I have to take really good care of it. I am going to show you some examples and you tell me which is the best way to treat your book. (Show a bad example of stepping on it, bending the cover, hitting your head and show a good example)*  *Oh, and when I am done I need to put my book back into the book bin. I don’t throw it in the book bin, I place it in the book bin carefully. If I throw the book it might get ruined and look like the torn book we have here. I don’t want that!* |
| ***Active Involvement:***  *Now it is your turn to practice! I am going to give each of you a book and your job is to practice turning the pages carefully and storing the books properly. (Teacher gives each student a book to practice with. As students turn pages start to have them store their books one by one in the book bin to practice the routine.) Nice job taking care of your books.* |
| ***Link:***  *Today and every day we will take of our books by turning the pages carefully and storing our books properly.* |
| ***Mid-Workshop Teaching Point:***  *Highlight a few students who are turning the pages correctly and storing books with care.* |

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| **Unit 1 Mini Lesson 9** |

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| **Unit of Study:** | We Are Readers Exploring the Exciting World of Books |
| **Goal:** | Readers read independently as community members. (Routines) |
| **Teaching point** *(Kid language!)*: | **Readers care for their book boxes by carrying and storing books in it properly so they last all year.** |
| **Catchy phrase:** |  |
| **Text:** | Book boxes and about 5 books. |
| **Chart(?):** | None |
| **Standard:** | (Routine) |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *Yesterday we learned about how to turn the pages of the book and how to store our books carefully so that they last all year. Today I am going to give you a very special book box where you are going to store your books all year! The book box has your name on it and it is going to be stored in a special space. Readers care for their book boxes by carrying and storing books in it properly so they last all year.* |
| ***Teach:*** *(Demonstration)*  *Look and listen. I am going to talk for a little bit and then you will have a turn. Our book boxes will be stored here. (Show students where the class will be storing the book bins.) You will each have 5 books in your book bin every day. You will read the books in the book box every time when we read independently. I am going to show you how to do this. Watch! (Teacher takes book box from where it is stored and walks to a spot in the room. Teacher takes books out and models reading and then placing the books back in the book box. Teacher then carries the book box back to where the box is stored.) When I take my book box out and when I return it, I always walk so that I don’t bump into my new friends. I always carry my bookbox with 2 hands so that I don’t drop it. I also have to make sure I put my books in correctly and not crooked. I never rip my book box because then it won’t be able to hold my books. Readers care for their book boxes by carrying and storing books in it properly so they last all year.* |
| ***Active Involvement:***  *Now it is your turn to practice! I am going to give each of your brand new book boxes. I will show you where to sit and you will practice reading your books from your book box. When you hear the chime you will quickly store your books and then walk to return your book box when we store them. (Will differ for every class.)* |
| ***Link:***  *Today and every day we will take care of our book boxes by carrying and storing books properly so they last all year.* |
| ***Mid-Workshop Teaching Point:***  ***(****Highlight a few students who are walking with their books bins correctly and storing books with care.)* |

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| **Unit 1 Mini-Lesson 10** |

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| **Unit of Study:** | We Are Readers Exploring the Exciting World of Books |
| **Goal:** | Readers read independently as community members. (Routines) |
| **Teaching point** *(Kid language!)*: | **Readers get better at reading by making sure they read the whole time.** |
| **Catchy phrase:** | **Read the whooooole time!** |
| **Text:** | Student book bags |
| **Chart(?):** | Make a Daily 5 Independent Reading Chart |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RI.10 Actively engage in group reading activities with purpose and understanding. |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *We have been learning to take care of our books and book boxes. We are also learning to be better readers. Today you will practice how readers read the whooooole time so that they become better readers!* |
| ***Teach:***  *(Demonstration – example/non-example) (While you are doing this lesson you want to make a I chart about what students do during independent reading and what teachers do) I’m going to choose a book to read from my books box. (Teacher fidgets, looks around, gets up and wanders a bit.) Wow, did you notice that I was not reading independently the whole time? Am I becoming a better reader? I know readers make sure they are reading independently the whole time so that they become better readers.*  *Now, to try again. (Teacher models reading the book to self with a “look” of concentration, staying in their spot and reading the whole time. ) Did you notice how I stayed in one spot and really looked at the book the whole time? When I practice reading the whole time I become a better reader.* |
| ***Active Involvement:***  *Now it is your turn to try. First I am going to have a couple of you come up and show us how to read the whole time so you become a better reader. (After you have given a few kids a turn you could have the whole class try in their spots if you have time.)* |
| ***Link:***  *Today and every day when you get your book boxes, remember readers make sure they are reading independently the whole time so that they become better readers.* |
| ***Mid-Workshop Teaching Point:***  *Highlight a few students who are reading independently, stay in one spot and are reading the whole time.* |
| ***Share: (Self-reflection)***  *After independent reading time, pull students back together and have students give themselves a “thumbs-up” for reading the whole time … or a “thumbs-sideways” if they still feel like they need to work on that skill.* |

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| **Unit 1 Mini Lesson 11** |

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| **Unit of Study:** | We Are Readers Exploring the Exciting World of Books |
| **Goal:** | Readers read independently as community members. (Routines) |
| **Teaching point** *(Kid language!)*: | **Readers read for a longer amount of time by rereading their books.** |
| **Catchy phrase:** |  |
| **Text:** | A student book box with books |
| **Chart(?):** | Add to Independent reading chart |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RI.10 Actively engage in group reading activities with purpose and understanding. |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *There is only one teacher in the room and when we have our reading time I will be working with students. While I am working with students you will be reading from your book boxes the whole time. Today, we are going to learn what you will do when you finish reading a book. Readers can read for a longer amount of time by rereading their books! If you reread your books over and over you will be reading for a longer amount of time and becoming a better reader!* |
| ***Teach:*** *(Demonstration)*  *Look and listen. It is my turn to show you how to reread your books. I am going to read out of my book box and pretend that I am practicing independent reading. Watch what I do when I finish reading my book. (Teacher reads a short book, such as a board book and demonstrates how to re-read the book. Then, teacher models how to choose another book from the book box that has already been read. ) Wow! I read for the whole time because I reread my books over and over! Readers can read for a longer amount of time by rereading their books. When we read for a long time we become better readers.* |
| ***Active Involvement:***  *Now it is your turn to try. I am going to choose a couple of students show us how we reread our books. The rest of us are going to look at the independent reading chart and make sure they are following all the directions to become a better reader. (Have a couple of students come up to practice and have the students comment on if they think they did a good job rereading books.)* |
| ***Link:***  *Today I am going to time you to see how long we can read for! Choose a book from your box and when you get to the end, either re-read it, or choose a new book. You will stay in your spot with your eyes on your book re-reading until you hear the chime.* |
| ***Mid-Workshop Teaching Point:***  ***(****Highlight a few students who are re-reading on their own.)* |
| ***Share:***  ***(****Have students come back to the carpet and share how long they read for.) We read for \_\_\_minutes. If you reread your books until the chime rang, put your thumb up!* |

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| **Unit 1 Mini Lesson 12** |

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| **Unit of Study:** | We Are Readers Exploring the Exciting World of Books |
| **Goal:** | Readers read independently as community members. (Routines) |
| **Teaching point** *(Kid language!)*: | **Readers practice reading by pointing and knowing where to start.** |
| **Catchy phrase:** |  |
| **Text:** | Big Book , Lunch Comida |
| **Chart(?):** | None |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RF.1 Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page by page. |

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| ***Mini Lesson (****7-10 minutes total)*  ***Connection:***  *We have been getting better and better at reading books independently and reading for a long time. Another thing good readers know is where to start in the book and how to point under the words. This helps readers become better readers!* |
| ***Teach:***  *(Demonstration) I am going to show you where I start reading and point with my finger. (Teacher holds a big book upside down and backwards.) Hmm, this doesn’t look right. I don’t know where to start reading. I think I need to turn the book around and right-side-up so that I’m looking at the front cover and the title.*  *I’m going to look inside the book and find the first page. I’m going to be sure to start on the left and put my finger under the words as I read. (Teacher reads the first page or two.) I am pointing at the words because readers practice reading by knowing where to start and pointing at the words.* |
| ***Active Involvement:***  *If I turn to the next page, how do I know where to start? (Teacher starts on the right and points at the picture.) Tap your head if you think that is the right place to start. (Then teacher starts on the left and points under the word.) Thumbs up if you think that is the right place to start. (Teacher repeats this process a couple more times.) (If your students are understanding you might have a couple come up and model for the other students)* |
| ***Link:***  *Today when you go off to read independently, remember to make sure that your book is right-side-up and that you start after the front cover. Remember to point under the words as you read. Remember that readers practice reading by knowing where to start and pointing under the words.* |
| ***Mid-Workshop Teaching Point:***  *Praise/encourage students that start in the right place and point under the words.* |
| ***Share:***  *Choose a student to share/show how they knew where to start and where to point.* |

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| **Unit 1 Mini Lesson 13** |

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| **Unit of Study:** | We are Readers Exploring the Exciting World of Books |
| **Goal:** | Readers share their reading with a partner |
| **Teaching point** *(Kid language!)*: | **Readers know how to share a reading adventure with a partner by taking turns and making plans. (routine)** |
| **Catchy phrase:** |  |
| **Text:** |  |
| **Chart(?):** | Partner Behavior Chart (in the same format you used for independent reading) |
| **Standard:** | K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue conversations through multiple exchanges   K.L.6 Use words and phrases acquired through conversations, reading and  being read to, and responding to texts. |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *(before this lesson, deliberately sit students in partnerships on the floor)*  *Readers, we’ve been learning so much about how readers go on adventures with their books. We have gotten excited about reading and have learned how to be good independent readers.*  *For the next week I’m going to teach you that you don’t have to do this fun stuff alone in this classroom. I’m going to teach you how you can have a partner as you read, a partner that will go on reading adventures with you.*  *Readers can share their reading adventures by taking turns and making plans with their reading partners.* |
| ***Teach:*** *(4-6)*  *(Display partner reading chart and add to it as you teach, you might add new things to the chart during your shared reading as well) Today boys and girls I’m going to show you how partners make plans to share their reading adventures! The first thing partners do is they make sure they are sitting EEKK (elbow, elbow, knee, knee). This way you will be able to see your buddy’s book, and hear their voice as they share their reading adventure with you.*  *Watch me as I show you what this looks like with Mrs.\_\_\_\_\_(assistant). (If your assistant is available, ask them to help you demonstrate. If not, you can have a partnership demonstrate). Show students how to sit Elbow, Elbow, Knee, Knee on the floor) We are going to sit right next to each other. Our elbows are touching and our knees are touching and we are sitting crisscross applesauce. We choose the book we would like to share and then we put our book boxes behind us.*  *The second thing buddies do is make a plan. Remember, we are going to share our reading adventures, so we need to decide who is going to share first! We ask our buddies “Would you like to go first?” They can respond by saying “Yes, thank you.” Or “No, you may go first.”*  *Watch me as I practice this with my buddy. “Would you like to go first Mrs.\_\_\_\_\_\_ ?”, “Yes, thank you.”*  *Did you see how I can share my reading adventures by taking turns and making plans with my reading buddy?* |
| ***Active Involvement:*** *(2-3)*  *Now you get to try this out! You are sitting next to the reading partner that I chose for you. You are going to first practice sitting Elbow, Elbow, Knee, Knee. Remember your elbows and knees should be next to each other.*  *Next, you are going to choose a book out of your book tub. Choose the one you are going to share with your reading partner, then place your reading tub behind you.*  *Now, you will get to practice making a plan! (You may want to use the AB partner lanyards from the ELD kit) Partner A goes first, go ahead and ask “Would you like to go first?” Partner B you can respond by saying “Yes, thank you.” Now Partner B can read their book to Partner A. You can read the words or the pictures to your partner.*  *(switch so both partners get a chance to practice. You may practice the language several times)*  *Readers can share their reading adventures by taking turns and making plans with their reading buddies.* |
| ***Link:***  *Today and for the rest of the school year, when you read with a partner, remember to sit EEKK, and to make a plan for your work together as you share your reading adventures.* |
| ***Mid-Workshop Teaching Point:***  *Find a partnership that you can use as a model/ reminder.* |

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| **Unit 1 Mini Lesson 14** |

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| **Unit of Study:** | We are Readers Exploring the Exciting World of Books |
| **Goal:** | Readers share their reading with a partner |
| **Teaching point** (Kid language!): | **Readers know how to practice reading with a partner by taking turns and actively listening.** |
| **Catchy phrase:** |  |
| **Text:** |  |
| **Chart(?):** | Partner reading I chart from the day before. |
| **Standard:** | K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue conversations through multiple exchanges   K.L.6 Use words and phrases acquired through conversations, reading  being read to, and responding to texts. |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:*** *(1-2)*  *(before this lesson, deliberately sit students in partnerships on the floor)*  *We have been having so many reading adventures!! Yesterday you practiced sharing your reading adventures with a buddy, sitting elbow, elbow, knee, knee and making a plan. Good readers share their adventures with their partners because it helps us share about our books.*  *Today, we are going to add one more very important part: Reading partners are good listeners when their partner shares their reading adventures. They look at the book and they look at their partner and then they talk about something they liked about their partners book. Reading buddies listen to their partners sharing their reading adventures so they can share what they liked about the book too. Our partners adventures can become our adventures too!* |
| ***Teach:*** *(4-6)*  *When I am sitting with my partner EEKK, and they are sharing with me, there are two ways I can show that I am listening to their adventure. Mrs. \_\_\_\_\_\_\_ is going to help me show you what this looks and sounds like.*  *(you can use your assistant if you have one at this time, otherwise use a student OR student partnership)*  *(Sit next to your partner) You can see we are sitting correctly, my partner has a book to share in my lap, our book tubs are behind us and we have made a plan. NOW, my partner is going to share and I am going to listen by looking at her book and looking at her as she shares her adventures. (have partner share, be OBVIOUS about looking at the book and your partner).*  *When my partner is done sharing, I get to tell her my favorite part.*  *Mrs.\_\_\_\_\_\_\_\_\_\_, My favorite part was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*  *Then, it is my turn to share my adventures and Mrs.\_\_\_\_\_\_\_\_\_\_ gets to look at my book and look at me and tell me something she liked.*  *Reading buddies listen to their partners sharing their reading adventures so they can share what they learned, liked or remembered, our buddies adventures can become ours too!*  *(You might also want to do a bad example on this day or a choice day)* |
| ***Active Involvement:*** *(2-3)*  *(Pass out a book to every partnership) Now it is your turn to practice sharing a reading adventure with your partner. Partner A is going to read first. Partner B remember to look at the book and look at your partner while they share their adventure. When they are done reading say “My favorite part was \_\_\_\_\_\_\_\_\_\_\_\_\_.” (Then switch partners.)* |
| ***Link:***  *Remember as you are reading with your buddies for the rest of the year to listen by looking at them and at their book, then to tell what you liked so our partner’s adventures can become our adventures too! Readers always listen and talk about books with their partners, by actively listening, taking turns and talking about their favorite part.* |
| ***Mid-Workshop Teaching Point:***  *finding a partnership that you can use as a model/ reminder.* |

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| **Unit 1 Mini Lesson 15** |

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| **Unit of Study:** | We are Readers Exploring the Exciting World of Books |
| **Goal:** | Share Your Reading with a Buddy through Book Talks and Performances |
| **Teaching point** *(Kid language!)*: | **Readers can act out their characters by looking closely at the picture and imagining what the characters would say and do, with a partner.** |
| **Catchy phrase:** |  |
| **Text:** | Familiar shared reading book – Mrs. Wishy Washy |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding. |

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| ***Mini Lesson: (****7-10 minutes total)*  ***Connection:***  *This week you’ve been learning how to work with a partner. Today you’re going to learn that readers can act out their characters by looking closely at the picture and imagining what the characters would say and do. You can do this by looking closely at the character’s faces and imagine what they’d be saying and doing. This will help you understand the story better.* |
| ***Teach:*** *(4-6 minutes total)*  *Watch me and my partner as we act out a book together – I’m going to go first. I look at a book that we are all familiar with - Mrs. Wishy Washy (or any familiar big book) . On this page Mrs. Wishy Washy just found out that the animals got dirty. I am going to look Mrs. Wishy Washy’s face to see how she is feeling. Wow – she looks like she is really mad that all the animals got dirty. So when I act this out to you right now I am going to act like I’m really mad. (Teacher puts hands on hips, looks mad and does a short skit acting like a mad Mrs. Wishy Washy).*  *Now we will flip the page and my partner gets to act out the next page. (You might use an adult in the classroom or a child you have coached ahead of time.)*  *Partners can act out their characters by looking closely at the pictures. When we act out our characters we learn more about our books.* |
| ***Active Involvement:*** *(2-3 minutes total)*  *Now, I want you to try this with your partner. Teachers shows the same first page used in modeling and says: Partner A - look at the facial expressions of Mrs. Wishy Washy and imagine what she would say and do. Now, act it out for your partner.*  *Great! Now I’m going to show you another page (second page that was modeled), and I want Partner B to look at the facial expressions of Mrs. Wishy Washy and imagine what she would say and do. Act that out for your partner.*  *Remember, to better understand the story, readers can act out their characters by looking closely at the picture and imagining what the characters would say and do.* |
| ***Link:*** *(1 minute)*  *Today and everyday when you are reading, be looking closely at the picture and imagine what the character would say and do because this will help you understand the story better.* |
| ***Share:***  *Bring up a partnership that is doing a good job of acting out their book and taking turns to share with the class.* |