**Unit 2 Table of Contents**

*Readers Think about Emergent Story Books*

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| ***Kindergarten Reading Unit 2***  ***Unit of Study Planning Template*** | Dates:  Oct. 1st-Nov. 1st |

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| Unit: | *Readers Read, Think, and Talk about Emergent Story Books*. |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * *Readers figure out how to read emergent story books .* * *Readers can read emergent story books with a partner—and notice connections between texts.* * Readers can find fun ways to read emergent story books. |

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

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| Standards: | K.RL.1 With prompting and support, ask and answer questions about key details in the text.  K.RL.2 With prompting and support, retell familiar stories, including key details  K.RL.3 Ask questions about unknown words in a text.  K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories  K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.   1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. 2. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  K.RF.4 Read emergent-reader texts with purpose and understanding.  K.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |

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| Key Vocabulary: | Word wall, facial expression, voice, feelings, illustration, story, question, predict, connect, alike (same), different, gesture |

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| Anchor Texts: | Eric Carle texts (The Very Hungry Caterpillar)  Leo Leoni books  Goodnight Gorilla  Don’t Let the Pigeon Drive the Bus and other books by Mo Wihlems  Mrs. Wishy Washy  Scholastic High Frequency Readers (School, Lunch, etc. )  Mi abuelita |

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| Other Resources: |  |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE* | *SUMMATIVE* |
| * Checklist * Running records * Anecdotal notes | * Checklist |

Unit of Study At A Glance Planner

| **UNIT 2** *Readers Read, Think and Talk about Emergent Story Books* | | |
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| **GOAL:**  Readers figure out how to “read” emergent story books | **GOAL:**  Readers can read emergent story books with a partner—and notice connections between texts. | **GOAL:**  Readers can find fun ways to read emergent story books. |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers become better readers by re-reading their favorite books (31).   K.RML.2-1   * Readers become better readers by using the details in their books to tell the whole story (32).K.RML.2-2 * Readers become better readers by using the illustrations to predict what is happening in the story and move on (32).   K.RML.2-3   * Readers become better readers by using the word wall words they know to help them read (32).   K.RML.2-4   * Readers become better readers by reading with a partner and talking about their books (33). K.RML.2-5 * Readers become better readers by thinking more deeply about a story and sharing with a partner (33).   K.RML.2-6  Note: it is essential during modeled and shared reading to show students CAP skills—left to right, top to bottom, and pointing under the words. | * Readers can talk more deeply about books by finding parts that are same and different in the same book (33).   K.RML.2-7   * Readers can talk more deeply about books by finding parts that are same and different in different books (33).   K.RML.2-8   * Readers can talk more deeply about books by sharing how parts of a book make them feel (34).   K.RML.2-9   * Readers can help their partners talk more deeply about books by asking them to say more about their thinking (34).   K.RML.2-10   * Readers help their partners talk more deeply about books by asking their partner questions and responding to the answer (34).   K.RML.2-11  Note: Read-aloud stories can be around a similar theme to model connections across texts and should resonate with the students in your room. | * Readers make their stories come alive by using their voices to sound like the characters (35).   K.RML.2-12   * Readers make their stories come alive by using facial expressions to show what the characters are feeling (35).   K.RML.2-13   * Readers make their stories come alive by using gestures as they read their stories.   K.RML.2-14   * Readers make their stories come alive by reading like a storyteller. (36).   K.RML.2-15   * Readers make their stories come alive by acting them out.   K.RML.2-16  Note: Use shared reading to teach quotation marks and to help students use voice, expression, and gestures. |

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| **WORKSHOP CALENDAR FOR:** | **Kindergarten Reading Unit 2** | Date: Oct. 1st –Oct. 30 |
| **Unit of Study: Unit 2** | Readers Read, Think, and Talk about Emergent Story Books | Charts: none |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 10/1  **K.RML.2-1 Readers become better readers by re-reading their favorite books (31).**  Los lectores vuelven a leer su libro favorito para ser mejores lectores. | 10/2  **K.RML.2-2 Readers become better readers by using the details in their books to tell the whole story (32).**  Los lectores utilizan las ilustraciones en el libro para contar todo el cuento. | 10/3  **K.RML.2-3 Readers become better readers by using the illustrations to predict what is happening in the story and move on (32).**  Los lectores utilizan los dibujos para predecir lo que está sucediendo en el cuento y luego seguir adelante. | 10/4  **K.RML.2-4 Readers become better readers by using the word wall words they know to help them read (32).**  Los lectores se convierten mejores lectores cuando utilizan la pared de palabras para ayudarles a leer. | 10/5  **Choice Day** |
| 10/8  **K.RML.2-5 Readers become better readers by reading with a partner and talking about their books (33).**  Los lectores leen con un compañero para practicar la lectura y hablar de lo han leído. | 10/9  **K.RML2-6 Readers become better readers by thinking more deeply about a story and sharing with a partner (33).**  Los lectores pueden encontrar una parte que desean compartir, marcarla, y compartirla con un compañero. | 10/10  *Conferences* | 10/11  *Conferences* | 10/12  Inservice day |
| 10/15  **K.RML.2-7** Readers can talk more deeply about books by finding parts that are the same and different in the same book **(33).**  Los lectores se figan en partes que son iguales y diferentes en las páginas de sus libros. | 10/16  Choose a mini lesson to focus on a strategy your students need. | 10/17  **K.RML.2-8Readers can talk more deeply about books by finding parts that are alike and different in different books (33).**  Los lectores se figan en partes que son iguales y deferentes entre sus libros. | 10/18  **K.RML.2-9 Readers can talk more deeply about books by sharing how parts of a book make them feel (34).**  Los lectores comparten como partes de sus libros los hacen sentir. | 10/19  **K.RML.2-10 Readers can help their partners talk more deeply about books by asking them to say more about their thinking (34).**Los lectores piensan como los hacen sentir los libros y dan razones ¿por qué? |
| 10/22  **K.RML.2-11 Readers help their partners talk more deeply about books by asking their partner questions and responding to the answer (34).**  Los lectores les hacen preguntas a sus compañeros para ayudarles a compartir sus pensamientos. | 10/23  **K.RML.2-12 Readers make their stories come alive by using their voices to sound like the characters (35).**  Los lectores utilizan sus voces para escucharse como los personajes. | 10/24  **K.RML.2-13 Readers make their stories come alive by using facial expressions to show what the characters are feeling (35).**  Los lectores usan expresiones faciales para demostrar cómo se sienten los personajes. | 10/25  **K.RML.2-14 Readers make their stories come alive by using gestures as they read their stories (35).**  Los lectores usan gestos para darle vida a sus libros. | 10/26  **K.RML.2-15 Readers make their stories come alive by reading like a storyteller. (36).**  Los lectores leen como narradores para que se escuche interesante. |
| 10/29  **K.RML.2-16 Readers make their stories come alive by acting them out. (35).**  Los lectoresleen como narradores a sus compañeros para que sus cuentos sean lo más interesante posible. | 10/30  Celebration: Readers act out their books to make it interesting for their classmates. |  |  |  |

NOTE: Be sure to introduce and talk about quotation marks in shared reading lessons a few days before 10/23 (K.RML..2-11)

**Unit of Study Assessment Checklist**

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| *Unit 2:* | *Readers Read, Think, and Talk about Emergent Story Books* |

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| Name | K.RL.2 I can retell familiar stories with support. | K.RL.8 I can compare and contrast experiences of characters in familiar texts. | K.RF.4 I can “read” emergent texts with purpose and understanding. | K.SL.3 I can ask/answer questions when I don’t understand. | K.RF.4 Uses expression (voice facial and gestures) while reading. | Notes |
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* = Beginning √= Developing X= Secure

**Unit 2 Mini Lesson 1**

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| **Unit of Study:** | Readers Read, Think, and Talk about Emergent Story Books |
| **Goal:** | Readers figure out how to read emergent story books |
| **Teaching point:** | Introduce students to the new unit: Readers become better readers by rereading their favorite books |
| **Catchy phrase** | Readers become better readers by rereading their favorite books. |
| **Text:** | Choose a big book that is familiar and easily seen from locations on the carpet. |
| **Standard:** | K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  (1-2 minutes)  We have been reading stories that are a little bit too difficult for you to read alone. They are some of my favorite stories and to help remember what happened in the book, we do something called re-reading. Re-read means that you read it again and again. Readers read the same book many times to be a better reader. Today you are going to have the opportunity to re-read those books because you are readers who say “I can be a better reader when I re-read.” Let’s re-read these books even better today than we read them yesterday, because readers re-read favorite books to become better readers!” |
| **Teach:**  **Demonstration**  (5-6 minutes)  Students, remember that I have been reading David Goes to School (You could choose any book that you have been reading to the students). Now, listen to me re-read this story and pay attention to what I do. (Make sure to point under each word as well as pointing at the illustrations.) Watch as I point to each word while I read. Notice that I am also looking and pointing at the pictures/illustrations. This helps me to figure out the words I do not know.  (teacher! Read a portion of the story, pointing and thinking outloud. Relate something from the book that may have happened with students in your classroom.) Students, did you notice how I read the story? I used the illustrations to help me remember the story. Every time you re-read make sure you use the illustrations to help you remember what you have read, because Readers re-read their favorite book to become better readers. |
| **Active Involvement:**  Now, it’s your turn to practice with a partner. Turn to your carpet buddy, sitting knee to knee and eye to eye. Sit where you can easily see the book and the pictures. You will need to use the illustrations when re-reading your book. First partner A will re-read the story to partner B. Partner B will listen to partner A. When partner A finishes then partner B will re-read the story.  After students have had 1-2 minutes of practice time call them back to attention. “Boys and girls, I am so proud of the way you were re-reading the book, by looking at the illustrations to help you remember the story.” That is EXACTLY what you need to be doing, because readers re-read their favorite books to become better readers. |
| **Link**:  (1-2 minutes)  Now students today and everyday remember that when you re-read one of your favorite books, you need to use the illustrations, and re-read the book again and again, because readers re-read their favorite books to become better readers. |

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| **Unit 2 Mini Lesson 2** |  |

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| **Unit of Study:** | Readers Read, Think, and Talk about Emergent Story Books |
| **Goal:** | Readers figure out how to read emergent story books |
| **Teaching point:** | Readers become better readers by using the details in their books to tell the whole story (32). |
| **Catchy phrase** | Use the illustrations! |
| **Text:** | Osito |
| **Standard:** | K.RL.2 With prompting and support, retell familiar stories, including key details |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  Students, we have been working so hard to become the best readers we can be! Lately, we’ve been reading and rereading our favorite stories. Hasn’t that been fun? Because of all the rereading, now you know how those stories really well.  When you read familiar stories, it’s easy to talk about them with others, because you know how they go. The words are also a lot easier to read that way! However, when you read books that you don’t know so well, it might be more difficult to tell the story. Don’t worry! There are clues on every page to help you tell the whole story.  Readers can use the illustrations to remind them of the parts of the story that they don’t know. Readers become better readers by using the details in their books to tell the whole story. Today, we’re going to talk about how we can use the illustrations or pictures in the book to tell the whole story.  When you feel like you might get stuck telling someone about a story, say to yourself, “Use the illustrations!” and look at the whole picture to show you what is happening in the story (repeat the catchy phrase with the students). |
| **Teach: Demonstration**  I want you to listen very carefully as I use the illustrations to tell the story in Osito. (Show an incorrect model, giving one word for the objects on each page, but not doing a good job actually telling the story). Oh! I am at the end of this book but I didn’t tell the whole story! If someone were listening to me tell them about the story Osito, I don’t think they would understand what it was about. I need to remind myself, “Use the illustrations!” (Have students repeat the catchy phrase a few times.)  (Read the story again, using the correct model for telling a story with words like: Once there was, then, but, and in the end/finally). Boys and Girls! Thank you for reminding me to use the illustrations to tell the whole story. When I looked carefully at the illustrations, I could see what was happening in the story and told the whole story. A person would understand what the story Osito was about this time.  The first time I told the story, it didn’t sound like a story at all! But, when I reminded myself to “Use the illustrations!”, I used all the information in the illustrations to tell the whole story in my book!  Let’s practice reminding ourselves one more time that we as readers use the illustrations in our books to tell the whole story.  “Use the illustrations!” |
| **Active Involvement:**  Now I will show you the illustrations in Osito one more time. Partner A, as I turn the pages, I want you to tell your partner, Partner B, what is happening in the story. Remember to tell the whole story using everything you see happening in the illustration.  Partner B, if your partner doesn’t tell you what is happening on the page, remind them, “Use the illustrations!”  (Teacher slowly flips through the pages in the story, listening in on what partnerships are saying to each other. Partners should be telling the story using the illustrations.)  Now it is Partner B’s turn to tell the whole story using the illustrations to Partner A. Remember, you need to use all the information you see to help tell the whole story.  Partner A, if Partner B’s talk does not sound like a story, remind them “Use the illustrations!”  (Teacher slowly flips through the pages in the story, listening in on what partnerships are saying to each other. Partners should be telling the story using the illustrations.)  Wow! I was listening in on your partner work, and I really liked how Jose and Guadalupe were working together. Jose did a great job telling Guadalupe about the story. He used the illustrations to tell the whole story.  Let’s repeat our strategy for today…  “Use the illustrations!” |
| **Link:**  Wow! You have done so well telling the stories from our favorite books that we know well. You can keep using the clues from the illustrations to tell the whole story in the books you don’t know as well.  When you are reading during independent reading time today, practice retelling the stories from your bookbags after you finish reading them. You can pretend that you are telling someone at home about the story you read today. Remember, as you are telling your story using the illustrations, if it doesn’t sound like a story, stop and tell yourself, “Use the illustrations!” |

**Unit 2 Mini Lesson 3**

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| **Unit of Study:** | # 2 Readers Read, Think, and Talk About Emergent Story Books |
| **Goal:** | Readers figure out how to “read” emergent story books |
| **Teaching point:** | Readers become better readers by using the illustrations to predict what is happening in the story and move on (32). |
| **Catchy Phrase:** | “I predict that….” |
| **Text:** | Simple pattern book for teacher model  Unfamiliar big book for active involvement (should be a book that provides enough visual clues in the illustrations to sustain meaning.) |
| **Chart:** |  |
| **Standard:** | K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.  K.RF.4 Read emergent-reader texts with purpose and understanding.  K.SL.1 Follow agreed upon rules for discussion and continue conversation through multiple exchanges. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We have been using the illustrations in books to help us read and retell the stories we read. Yesterday, we talked about how we can retell familiar stories using the illustrations. We practiced telling our partners about the book Osito, using the illustrations. That is a strategy that readers use.  Today, we are going to talk about another way we can use the illustrations to help us read. Sometimes when we read, we get stuck and we’re not sure what is happening. We are going to learn how to solve this problem when we are reading a book.  One way of doing this is by using the illustrations to predict what is happening in the story. When we forget what’s happening, we can use the illustrations to remind us and then we can move on to another page. Also, when we’re stuck, and not quite sure what is happening, if we look at the illustrations, we can predict what might be happening and move on.  Today, I’m going to show you how readers become better readers by using the illustrations to predict what is happening in the story and move on.” When you get stuck, you can say to yourself, “I predict that…” and look at the illustrations to figure out what is happening and move on. |
| **Teach:**  Let me show how I can help myself when I get stuck when I’m reading a story. (Teacher use a simple pattern book. Teacher reads a few pages and then gets stuck)  Hmmmmm, I’m stuck, what can I do? (Teacher models thinking gestures like scratching head or tapping finger above mouth) I know! I remember that I can look at the illustration and make a prediction about what is happening. I am looking at the illustrations and thinking really hard.  (Teacher models looking carefully at the illustrations and uses facial expressions and body gestures that indicate thinking.)  Okay, now, I am ready to predict what is going to happen next in the book. (Teacher names the observations that that he/she sees in the picture) I see that the picture has...or I notice…. “I predict that…”  Wow, I solved my own problem by using the picture. Now, I can move on to the next page. Readers become better readers by using the pictures to predict what is happening in the story and move on. They say to themselves, “I predict that…”   (Repeat this process one more time using a different picture.) |
| **Active Involvement:**  (Teacher holds up an unfamiliar big book that provides enough visual clues in the illustrations to sustain meaning.)  Now, it’s your turn to practice. In just a moment, I’m going to slowly turn through the pages of this big book. You haven’t seen this big book before, so you’re going to have to pay close attention to the illustrations to predict what is happening and move on.  I’m going to start by reading you the first few pages of this book. Then, I’m going to stop reading and you are going to have to use the illustration on the next page to figure out what you think might be happening. You will work with your partner and predict what is happening.  (Teacher reads aloud the first few pages of the book, and then stops.) Okay, now you’re stuck. You might not know what this page says, but I want you to use the illustration to predict what is happening. Partner A, look closely at the illustration, then turn to Partner B and tell them, “I predict…” and tell them what you think is happening. Repeat that with me, “I predict.” Okay, Partner A, tell partner B what you think is happening.  (Partner A tells Partner B “I predict…” Teacher listens in.)  Now it’s Partner B’s turn. Partner B, look closely at the illustration, then turn to Partner A and tell them, “I predict…” and tell them what you think is happening. Repeat that with me, “I predict.” Okay, Partner B, tell partner A what you think is happening.  (Partner B tells Partner A “I predict…” Teacher listens in.)  I really liked how Joshua and Estrella worked together today. I saw Estrella looking very carefully at the illustration and then she said, “I predict…” and then told him what she thought was happening. |
| **Link:**  Remember students today and every day, when you get stuck reading a book you can help yourself solve the problem by looking at the illustration and predicting what will happen next. You don’t have to stay stuck! Readers become better readers by using the illustrations to predict what is happening in the story and move on. They say to themselves, “I predict…” and then make their best guess as to what’s happening and move on. |
| **Mid-Workshop Teaching Point:**  Remember when we get stuck we can look at the illustration and predict will what happen next. |

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| **Unit 2 Mini Lesson 4** |  |

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| **Unit of Study:** | Readers Read, Think, and Talk about Emergent Story Books |
| **Goal:** | Readers figure out how to read emergent story books |
| **Teaching point:** | Readers become better readers by using word wall words to help them read (32). |
| **Catchy phrase** | “I recognize that word!” |
| **Text:** | Choose a simple, previously read text, such as a Scholastic high frequency reader, or a No David book to highlight the word “no”  Individual copies with word wall words from the text. |
| **Chart** | Kinder high frequency word wall |
| **Standard:** | K.RF.3C Read common high-frequency words by sight (eg. the, of, to you, she, my, is, are, do, does) |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  We have been learning many words that will help us to become better readers and writers. (Point out the kindergarten high frequency words you have already introduced to the class). We can find these words not only on the wall but also in the books we love. When we find these words in our books, we can read them! Readers become better readers by using the words on our word wall to help them. |
| **Teach: Demonstration:**  “Watch as I use the words on the word wall to help me read better.”  (Model telling the story using the illustrations from 1 page and stopping suddenly when you find a word wall on the word wall).  “Oh, look! I found a word from the word wall in my book! I recognize that word! It says \_\_\_\_\_(no, or any other word that would apply). (look for the word in a couple of pages of the book)  Wow! Using the word wall to help me read is making me a better reader. I am going to add this strategy to our chart: I can be a better reader…when I read words from the word wall in my book.”  “Let me use this strategy one more time.” (Model telling more of the story using the illustrations and stopping suddenly when you find another word wall word). “  Look! I found another word from the word wall!”  I recognize that word! I found another word from the word wall in my book!”  “These words from the word wall help me read better!  When you find a word from the word wall, you can say, “I recognize that word!” and then read it. “ |
| **Active Involvement:**  “Today with your partners, you will practice reading this new book (hand out individual student copies) and finding those word wall words in a snap! Partner A will read his book first. When Partner A finds a word from the word wall, he will say, “I recognize that word!” (Practice this with students several times as needed). Then Partner A will read that word.  When Partner A is finished with his book, Partner B will get a chance to read the story, looking for those word wall words to read in a snap! When Partner B finds a word from the word wall, he will say, “I recognize that word!” (practice with students again). Then Partner B will read that word. |
| **Link:**  Wow! You have found so many words that you know from the word wall! You found those words in your books, and you read them today. From now on, when you find those words from the word wall in your books, you can read them to become better and better readers. |

**Unit 2 Mini Lesson 5**

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| **Unit of Study:** | # 2 Readers Read, Think, and Talk About Emergent Story Books |
| **Goal:** | Readers figure out how to “read” emergent story books |
| **Teaching point:** | Readers become better readers by reading with a partner and talking about their books. |
| **Catchy Phrase:** | “Partners take turns when they read!” |
| **Text:** | School and Lunch |
| **Chart:** | Add to the chart from Unit 1: How to sit and read with a partner: sit elbow/elbow, knee/knee, take turns reading, talk about the book |
| **Standard:** | K.RF.4 Read emergent-reader texts with purpose and understanding.  K.SL.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  You have been practicing reading with a partner and talking about your books. This is one way we become better and better readers. We have made a list of ways that we can read with our partners to become better readers.  I’ve noticed that sometimes one partner shares something really great from her book, and the other one doesn’t get to. Today I want to show you how both you and your partner can work together so that both of you can become better readers. We’re going to talk about how “Partners take turns when they read.” |
| **Teach: Demonstration**  There are many ways that we can become better readers while we’re reading with a partner. We can become better readers when both partners can see the book from the same direction. To do this, remember that we have learned how to sit elbow touching elbow, and knee touching knee. This way, both partners can see the illustrations and the words from the same direction. We sit “Elbow, Elbow, Knee, Knee” (Refer to the chart and have students repeat together). I will show you how to do this with Mrs. \_\_\_\_\_ (if you have an assistant at this time, (s)he can help you model this. Sit on the carpet together with elbows and knees together).  When we read with our partners, both partners should have their eyes on the same book. One way you can do this is to put the book between the partners so they can both see the illustrations and the words. I will read School while Mrs. \_\_\_\_\_\_\_\_ watches and listens.  (Teacher reads book to Mrs.\_\_\_)  After one partner reads the whole book, then both partners get to talk about the book. It is very important when we talk with our partners that we talk about our books so that we can become better and better readers. We need to “Talk about the book” (Refer to the chart and have students repeat together).  (Teacher models with Mrs. \_\_\_\_\_ how to talk about a book.)  I saw some of the things that I see in our classroom in this book! We have chairs, tables, and kids in our class too!  (Mrs. \_\_\_ talks about the book).  I got to choose the book this time, now it’s Mrs. \_\_\_\_ turn to choose a book and read it while I listen because we need to “Take turns reading”  (Mrs. \_\_\_ chooses and reads a book to Teacher)  Now that I’ve listened to Mrs. \_\_\_ read the book, I need to take my turn talking about the book.  (Teacher talks about the book.)  I heard you read that the school in the book had a big cafeteria. Our cafeteria is big too!  Did you notice how Mrs. \_\_\_ and I read those books together? This is how we can “ take turns reading.” |
| Active Involvement: (Each student brings one book from their book bag to the carpet.)  Now you get to practice helping your partner become a better reader by taking turns reading and talking about the book. For that, partners will sit “Elbow, Elbow, Knee, Knee” When I ring the bell, sit “Elbow, Elbow, Knee, Knee”  (Teacher rings bell. Students sit EEKK)  Thank you. Now, when I ring the bell, Partner A will take out their book and read while Partner B watches and listens. Then Partner B will talk about the book. Remember, “Take turns reading”  (Teacher rings the bell. Partner A reads, then Partner B listens and responds.)  (Repeat the process with Partner B reading and Partner A listening and responding.)  I noticed how Alexis and Alexandra were seated EEKK and did an excellent job taking turns reading and talking about their books. Alexis was looking at the pictures and being quiet while Alexandra was reading. Then, Alexis made some great comments about the book after Alexandra was done reading. They did a great job “Taking turns reading and talking about the book.” |
| **Link:**  Today and every day when you read with your partner, your job is to help each other become a better and better reader.  The way we talked about today was sitting Elbow, Elbow, Knee, Knee and taking turns reading and talking about our books.  During independent reading time today, you will have a chance to practice reading with a buddy. You will have a lot more time than you just did, so you will get a lot of practice! Remember, readers become better readers by reading with a partner and talking about their books. “They take turns reading!” |

**Unit 2 Mini Lesson 6**

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| **Unit of Study:** | # 2 Readers Read, Think, and Talk About Emergent Story Books |
| **Goal:** | Readers figure out how to “read” emergent story books |
| **Teaching point:** | Readers become better readers by thinking more deeply about a story and sharing with a partner. |
| **Catchy Phrase:** |  |
| **Text:** |  |
| **Chart:** | How to sit and read with a partner: sit/elbow, knee/knee, take turns reading and talking about the book  Small chart/menu with ideas of how to find an important part |
| **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.  Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  We have been talking a lot about our books. Yesterday, we learn how to talk about our books with a partner. Today, I will teach you something new you can do in your reading to help you talk about books. Readers use post it notes to mark important parts that they want to talk about later. Post-it notes are pieces of paper that are sticky on one edge that will stick to the pages of your book and come off easily so they don’t damage the book. Because readers take care of their books. Readers become better readers by thinking more deeply about a story and sharing with a partner. |
| **Teach:**  (Teacher uses a familiar book)  Remember this book we read together. (teacher pulls out the chart) This chart will help me figure out what important part I want to share. (Teacher reads this)  How to find an important part:  Something funny  Characters  Something cool  I don’t understand this  Now, I’m going to show you how to use post-it notes to mark important parts that I will share with you later. Let me see what can I find in this book. (Teacher flips pages to find something funny, etc.) (teacher laughs then explains why it is funny.) I can choose this page because it is funny. (place post-it note)  (Teacher flips through more pages to find something about the character) Or I can choose this page and talk about the character. (teacher then points to the character and tells something they notice about the character or his appearance)  (Teacher flips through more pages to find something cool) Ooh!!! But, I really want to talk about this page because this is really cool. (explain what makes this page “cool”.) (place post-it note)  (Teacher flips through more pages to find something that could be confusing) Or I can choose this page because I don’t get this. I think this time I will choose this page, because I know this character in the book is silly and he reminds me of my brother. (place post-it note)  (Teacher uses post it notes to mark important page). Ok I’m ready to share.  (Call up a student to practice being your partner and share out to them being sure to choose one of the places marked with a sticky note)  Just like \_\_\_\_\_ and I have been looking and thinking about the story you will become better readers by thinking more deeply about a story and sharing with a partner. |
| **Active Involvement:**  Now that you have seen me use post it notes to mark important parts in the book, I want you to look in your book boxes at a familiar book. Remember to look at the chart to help you find an important part (teacher points and reviews chart) Raise your hand when you find an important part you might want to share and I will pass you a post- it note to mark it. Think carefully. After students have found a part to mark, have them share with their partner |
| **Link:**  Now as you read from your book boxes or use the listening center, I want you to mark an important part that you want to share later because readers become better readers by thinking more deeply about a story and sharing with a partner |
| **Mid-Workshop Teaching Point:**  I noticed that this person’s post it is still nice looking… they did not write on it or bend it. |
| **Share:** Two students who have marked places in their books with post-its share the parts that they found with the class. |

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| **Unit 2 Mini Lesson 7** |  |

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| **Unit of Study:** | #2 Readers Read, Think, and Talk about Emergent Storybooks |
| **Goal:** | Readers can read emergent storybooks with a partner- and notice connections between texts. |
| **Teaching point *(Kid language!)*:** | Readers can talk more deeply about books by finding parts that are the same and different in the same book. |
| **Catchy phrase:** | “These are the same because…” “These are different because…” |
| **Text:** | Hattie and the Fox |
| **Chart(?):** |  |
| **Standard:** | K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  K.RL.10 Actively engage in group reading activities with purpose and understanding. |

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| **Mini Lesson**: (7-10 minutes total)  ***Connection****:*  Readers, you’ve just learned how to use post-it notes to mark important parts of your books that you want to talk about with your partners. This helps us think deeply about our books. The author worked really hard to write the book, so we have to work really hard to think about our books so we can understand them. This means we are thinking deeply about our books.  It’s the reader’s job to read slowly and thoughtfully enough that they can really think about the story and the words and the pictures. There are lots of ways to think deeply about books- today we are going to talk about how to do this by finding parts in our books that are the SAME and DIFFERENT. |
| ***Teach: Demonstration***  When we look for parts in our book that are the same, we look for things or characters or events that show up again and again and again. That means that those parts the same. Let’s look back at one of our favorite books- Hattie and the Fox! There are lots of parts in this book that are similar.  Let’s start with Hattie. (Open to first page and show Hattie.) On every other page, Hattie is really worried because she sees the fox and she is very afraid. That is the SAME on every page. (Flip through and point out on every page how she sees the fox and is afraid again.)  Let’s look at the animals now. (Open to first page the animals all yell out in fear.) On every other page, the other animals are annoyed with Hattie! That means that part is SAME on every page. (Flip through and point out how the animals are annoyed on every page.)  Here’s one more way the story has similar parts- every time Hattie and the animals talk, they say the same thing again and again and again. (Read through a few of the dialog sections showing how the horse says “Good grief!” on every page.) That part is the SAME since he says the same thing again and again and again.  Now watch while I show you how the book has DIFFERENT parts. Look! Right here at the end. When the animals finally see the fox they realize Hattie was right all along- now they are not annoyed, they are afraid!  And, what the cow says at the end of the story is DIFFERENT. He said ‘What next?’ on every page of the story up until the end because he was annoyed. When he saw the fox, though, he said ‘Mooooooooo!!!!’ That’s DIFFERENT from what he said throughout the rest of the story.  Thinking of the how the parts in our books are the SAME or DIFFERENT helps us think so much more deeply about our books- that’s what readers do! |
| ***Active Involvement:***  Now it’s your turn to try this on. I am going to flip through the pages of the book slowly as you are talking with your partner. You can take a look up at the book and explain to your partner some parts of Hattie and the Fox that are the SAME and some parts that are DIFFERENT.  Partner A will go first. Think deeply about the book and get ready to tell your partner how some of the parts are the SAME. (Slowly flip through the pages, coaching children as you turn them to pay attention parts as they start to share how the parts are similar throughout the text. They may choose the same parts you just talked about or they may be novel parts of the book that are the SAME.)  I heard lots of you talking about parts that you found that are the SAME. (Share out the similarities 2 students noticed.)  Now it is Partner B’s turn. Partner B is going to be looking for some of the parts are DIFFERENT. (Slowly flip through the pages, coaching children as you turn them to pay attention to parts as they start to share how the parts are similar throughout the text. They may choose the same parts you just talked about or they may be novel parts of the book that are DIFFERENT.)  I heard lots of you talking about parts that you found that are the DIFFERENT. (Share out the differences 2 students noticed.) |
| ***Link:***  You’ve done a great job using my book Hattie and the Fox to find parts that are the SAME and DIFFERENT. Now, it’s time for you to try it on with your own books! Remember, readers can talk more deeply about books by finding parts that are the SAME and DIFFERENT in the same book. Look for those parts in your book and be ready to talk with your part about what you find. |
| **Mid-Workshop Teaching Point:**  (Look to see how students take on the strategy and make the teaching point they need to extend, reinforce or review the teaching point.) |
| **Share:**  (Look to see how students take on the strategy and make the teaching point they need to extend, reinforce or review the teaching point. If any students have spontaneously started to do this work ACROSS books, be sure to have them share as a launching pad for tomorrow’s lesson. ) |

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| **Unit 2 Mini Lesson 8** |

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| **Unit of Study:** | #2 Readers Read, Think, and Talk about Emergent Storybooks |
| **Goal:** | Readers can read emergent storybooks with a partner- and notice connections between texts. |
| **Teaching point *(Kid language!)*:** | Readers can talk more deeply about books by finding parts that are the same and different in different books (33). |
| **Catchy phrase:** | “These are the same because…” “These are different because…” |
| **Text:** | Hattie and the Fox; Rosie’s Walk; baskets or baggies of books on the same topic (This can just be your library baskets that are organized like this. You just want to make it somewhat easy to ensure that they can find similarities in books and an easy way is to just put a basket of animal, alphabet, farm, plant etc. books on tables for students to dig into.) |
| **Chart(?):** |  |
| **Standard:** | K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories  K.RL.10 Actively engage in group reading activities with purpose and understanding |

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| **Mini Lesson**: (7-10 minutes total)  ***Connection****:*  Readers, you are doing such a great job of working to think deeply about your books. Yesterday we talked about how to look for parts that are the SAME and DIFFERENT within a book. Today, we are going to learn how to do the same kind of work across books! Now we are going to learn how to look at two books and think about how they are the same and different. Readers can think and talk more deeply about books by finding parts that are the SAME and DIFFERENT in different books. |
| ***Teach: Demonstration***  Yesterday, I showed you how there were parts in the book Hattie and the Fox that were the SAME and DIFFERENT. Today, we are going to learn how to do this important work across books! That means now we will try to find two books that are the same somehow and then look for how they are the SAME and DIFFERENT.  I’m going to use Hattie again. When I was trying to think of another book to use, I thought of Rosie’s Walk! These two books have lots of similarities and differences. Let me show you…  Hattie and Rosie are both hens! Hen is a fancy word for a chicken. See! (Show picture on cover of both.) They are both hens! That is one way they are the SAME.  Another way they are the SAME is that there is a fox in both stories! See! (Show pictures that show the foxes throughout the two books.)  But, these books are also very DIFFERENT. One way they are DIFFERENT is that they both have fox, but the foxes do very different things. In Hattie and the Fox, the fox is just hiding in the bushes. In Rosie’s Walk, the fox follows Rosie all across the barnyard and gets himself in trouble.  Another way the books are DIFFERENT is thatHattie has lots of other animals in it, but Rosie and the fox and the only characters in Rosie’s Walk. |
| ***Active Involvement:*** (High scaffold- they will simply share similarities and differences from the same two books I just shared. They may repeat exactly what I just said!)  Now it’s your turn to try this on. I am going hold up the books and I want you to think really hard about each one. How are these books the SAME? How are they DIFFERENT? Then, you will explain to your partner some parts of Hattie and the Fox that are the SAME and some parts that are DIFFERENT.  Partner A will go first. Think deeply about the books and get ready to tell your partner how the books are the SAME. (Slowly flip through the pages of one of the books then the other, coaching children as you turn them to pay attention parts as they start to share how the parts are similar across the texts. They may choose the same parts you just talked about or they may be novel parts of the books that are the SAME.)  I heard lots of you talking about parts that you found that are the SAME. (Share out the similarities 2 students noticed.)  Partner A will go first. Think deeply about the books and get ready to tell your partner how the books are DIFFERENT. (Slowly flip through the pages of one of the books then the other, coaching children as you turn them to pay attention parts as they start to share how the parts are similar across the texts. They may choose the same parts you just talked about or they may be novel parts of the books that are the DIFFERENT.)  I heard lots of you talking about parts that you found that are the DIFFERENT. (Share out the similarities 2 students noticed.) |
| ***Link:***  Readers, it’s time for you to take this on now. On each of your tables, I will put a basket of books from our library that are all on the same topic (NOTE: Kids should know something about all the books in the library. If your baskets are so full that kids can’t get to the books or you haven’t read or at least introduced every one of them, you need to box some up and then rotate them through your library. You could start to introduce the books by going through one basket a day the week before and just letting them know what is in it.) In each basket it will be easy to find some parts that are the SAME across the books since they are on the same topic. You’ll have to work a little harder to find the parts that are DIFFERENT.  Remember, we are doing this important work so that we can talk more deeply about books by finding parts that are the same and different in different books. |
| **Mid-Workshop Teaching Point:**  (Look to see how students take on the strategy and make the teaching point they need to extend, reinforce or review the teaching point.) |
| **Share:**  (Look to see how students take on the strategy and make the teaching point they need to extend, reinforce or review the teaching point. If any students have spontaneously started to do this work ACROSS books, be sure to have them share as a launching pad for tomorrow’s lesson. |

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| **Unit 2 Mini Lesson 9** |

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| **Unit of Study:** | #2 Readers Read, Think, and Talk about Emergent Storybooks |
| **Goal:** | Readers can read emergent storybooks with a partner- and notice connections between texts. |
| **Teaching point (Kid language!):** | Readers can talk more deeply about books by sharing how parts of a book make them feel. (34) |
| **Catchy phrase:** | I feel really \_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_! |
| **Text:** | Mi abuelita or Fireflies |
| **Chart(?):** | How our books make us feel (you can continue to add to this chart during modeled and shared reading opportunities, such as funny, scared, sad, angry) |
| **Standard:** | K.RL.1 With prompting and support, ask and answer questions about key details in the text. |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  You have been doing a great job thinking deeply about what is the same and different in and across your books. Today I will teach you another way to think deeply about your books. You learned that the author worked really hard to write a book for us to enjoy.  When the author wrote this book, he was thinking about how the book would make you feel. Sometimes authors write funny parts to make you feel happy, and sometimes authors write scary parts to make you feel scared. It is your job as readers to think deeply about how parts in the book make you feel and why you feel that way.  After thinking about how parts in the book make you feel and why, you can talk deeply about those feelings and reasons. We can talk deeply about how the parts in the book make you feel and why, saying, “That part makes me feel \_\_\_\_ because \_\_\_\_\_\_!” |
| **Teach: (Demonstration)**  Watch as I think deeply about my book, Mi abuelita, and then talk deeply about how it makes me feel. I am going to read the book now and think about what the author wants me to feel and what is happening that makes me feel that way. Make sure you listen to the words the author uses and look at the pictures closely, because that helps you to think about the feelings the story brings to you.  (Read through the parts of the book, when Abuelita says thank you or gracias showing expression. Stop at the end of the book when Abuelita says How good you are).  Wow! I am going to stop and think about the ending part of Mi abuelita. I feel really good inside after reading this book, and I am thinking about what the author wanted me to feel.  (Teacher models looking at picture and thinking, use expression and gestures to show emotion)  Now I am ready to talk about my book. “I feel really proud (use expression and gestures) because the granddaughter did such a great job helping her grandma.”  Wow! I can think and talk deeply about my book by saying how parts in the book make my feel. Did you see me say how I felt and why? That’s one way you can become a better reader. Thinking about your feelings while you read helps you understand stories better. |
| **Active Involvement:**  Now you will get to do this work with your partner. I am going to flip through the pages of Mi abuelita one more time, and I want you to put your thumb up when you have thought deeply about how this book makes you feel. Make sure you listen to the words the author uses and look at the pictures closely, because that helps you to think about the feelings the story brings to you. When I see everyone’s thumb up, I know that you are ready to talk deeply about how this book makes you feel and why.  (Flip through the pages slowly so they can see the pictures).  Now, Partner A will say, “I feel really \_\_\_\_\_\_\_\_ because\_\_\_” and give a reason for why they feel that way. Then, Partner B will say “I feel really \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_” and give a reason for why they feel that way.  (Student partners share while teacher listens in to partnerships.)  Wow, I really liked how Cody and Anthony were working together. Cody said “This part made me feel \_\_\_\_\_ because \_\_\_\_\_.” That is how you speak deeply about how the book makes you feel.  Anthony shared a different feeling on the same part. He said, “This part made me feel \_\_\_\_ because \_\_\_\_” Sometimes two people can feel differently about the same part of a story. That’s great that we can feel different feelings. |
| **Link:**  Today and every day, readers, you can think about what the author would like you to feel when you read stories. Think deeply about the feelings you have about your books. Make sure you pay attention to the words the author uses and look carefully at the pictures, because that helps you to think about the feelings the story brings to you. Then, you can say, “I feel really \_\_\_\_\_\_because\_\_\_\_\_” to talk deeply about how the book makes you feel and why you feel that way. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 2 Mini Lesson 10** |

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| **Unit of Study:** | #2 Readers Read, Think, and Talk about Emergent Storybooks |
| **Goal:** | Readers can read emergent storybooks with a partner- and notice connections between texts. |
| **Teaching point *(Kid language!)*:** | Readers can help their partners talk more deeply about books by asking them to say more about their thinking. |
| **Catchy phrase:** | “Tell me more.” |
| **Text:** | Good Night, Gorilla |
| **Chart(?):** | No chart. |
| **Standard:** | K.RL.1 With prompting and support, ask and answer questions about key details in a text.  K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  Continue conversations through multiple exchanges |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:***  Readers, we’ve been learning lots of ways to think more deeply about our books. We’ve learned to talk about parts that are the same and different, to talk about how books make us feel, and how to find parts that we want to talk about. Readers don’t just say what they think about books, they explain why they think that way. Partners can help us do this kind of work by asking us to say more about our thinking. We say to our partner, “Tell me more!” This helps us have a real conversation about our books the way the big kids do! |
| ***Teach: Guided Practice***  I’m going to start to talk about one of the books that we’ve read together in the ways we’ve learned to talk deeply about books and I want you to ask me “Tell me more!” That will remind me to keep the conversation going so that I can help you understand the great thinking I am doing about my book. I’m going to use one of our old favorites- Good Night, Gorilla!  I’ll start by talking about my book and your job will be to continue the conversation by saying, “Tell me more!” You’ll say that because you want to know more about what I am thinking . Here we go…  (Hold up book Good Night, Gorilla and make a thinking face as you try to come up with what to say.) Oh! I know. Here’s something I can say about my book- it’s funny. (Sit and look at students as if you have finished the conversation. You might need to remind the students to call out “Tell me more!”)  Oh! I can tell you more. I think it is funny because the gorilla ends up going home with the zookeeper and gets in bed with him! (Giggle! This is hilarious to them!!!!!!)  Did you see how I thought a little more and then told your more about my thinking? I wouldn’t have done that if you hadn’t asked me to. I needed your help!  Let’s do another one. I will tell you what I am thinking and you will say, “Tell me more!” so you can learn more about my thinking. Let’s see…. (Flip through book with a thinking face.) Hmmmm. Oh! I know. Here’s something I can say about my book- there is a pattern in it! (Sit and look at students as if you have finished the conversation. You might need to remind the students to call out “Tell me more!”)  Oh! I can tell you more! It’s a pattern because one every page, the gorilla lets another animal out of its cage. That shows how lots of the pages are the SAME- on almost every page the same kind of thing happens- another animal get s let out of a cage.  Readers, did you see what happened to our conversation when you asked me to tell you more? You learned more about what I was really thinking because you said “Tell me more!” You helped me talk more deeply about my book by asking me to say more about my thinking. |
| ***Active Involvement: Make a plan.***  Readers, it’s so important for you to remember to have a real conversation with your partner so that you can help them think more deeply about their books. We learned that we can ask our partner to “Tell me more!” so that they think more deeply about their work.  Turn to your partner and tell them your job today when you are working with your partner. When your partner tells you something about their book, what will you say and why is it important for us to do that? Partner B can go first.  (Summarize a bit of what you heard. NOTE: This will take them about 10 seconds to do!)  I heard (repeat what one or two students said). Now, Partner A share your plan for being a good partner. When your partner tells you something about their book, what will you say and why is it important for us to do that? Go ahead Partner A.  (Summarize a bit of what you heard. NOTE: This will take them about 10 seconds to do!) |
| *Link:*  It’s time for you to head off to do your reading now and I’d like for you to take a few minutes on your own with your post-its to note a two books or parts that you want to talk about. After you’ve done your planning work for your conversation, it will be time for you to have that conversation with your partner. Remember, when you work with your partner, be sure to ask them “Tell me more!” so that you can hear more about their thinking! |
| **Mid-Workshop Teaching Point:**  (This will occur very soon after the students go off since you are waiting just a few minutes for them to mark two talking points.) Readers, it’s time for us to go work with our partners now. Take turns sharing something that you are thinking about in your book. As soon as your partner shares, you need to ask him to “Tell me more!” I’ll be walking around looking and listening for partners have great conversations about their books as they help each other think more deeply. |
| **Share:**  (Look for partnerships doing a great job of having a real conversation and lift this up for the group as a precursor to tomorrow’s lesson on continuing the conversation.) |

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| **Unit 2 Mini Lesson 11** |

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| **Unit of Study:** | Tackling Trouble: Assessment-based small group work |
| **Goal:** | Readers fix our reading when we make a mistake. |
| **Teaching point *(Kid language!)*:** | Readers help their partners talk more deeply about books by asking their partner questions and responding to the answer. |
| **Text:** | Noisy Nora, Peter’s Chair, Nobody Notices Minerva |
| **Chart(?):** |  |
| **Standard:** | K.SL. 3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:***  Readers we have been learning how to talk about our thinking with a partner. This helps us to understand our stories better.  Last week we talked about taking turns talking about a book with a partner. Partners can help us to understand the stories better.  Today I’m going to talk to you about another way partners can help each other to understand stories better. They can ask and answer questions about their stories. |
| ***Teach:*** *(Demonstration)*  I’m going to talk about one of our favorite books (Noisy Nora). I’m going to use puppet 1 and puppets 2 (puppets 1, puppets 2) to demonstrate the question you could ask your partner while you read your book.  I will start to talk about my book and puppets 1 could ask puppets 2 What do you think about that? Puppet 2 will answer the question with information from the book. Now, let’s try this.  (You will need to read the part of the book that you want to demonstrate.) Have puppet 1 ask puppet 2 What do you think about that?  Puppet 2 responds I think Nora is being noisy because she needs some attention. She feels left out because her little brothers is getting all the attention.  Do you see how I had to think about what was happening in the story so I could answer the question?  (You will need to read the part of the book that you what to demonstrations.) Have puppet 1 ask puppets 2 Why do you think\_\_\_\_\_\_\_\_ happened? Puppet 2 responds I think Nora ran away to get her family to notice that she was gone. She wanted to see if they really cared about her |
| ***Active Involvement:***  (have a couple of examples ready for students to practice)  Readers, remember is very important to ask and answer questions to help you understand the story better. I’m going to read another part of the book you will turn to your partner and take turns asking and answering questions.  Partner A will ask question first and partner B will answer.  Now partner B will ask the question and partner A will answer. ( Use second example)  (Observe students to choose couple of partners to use as example of asking and answering correctly.) |
| ***Link:***  Now, it’s time for you to go read with your partner and practice asking and answering questions. Remember to ask, What do you think about that? Or Why do you think\_\_\_\_\_\_\_\_ happened?  Remember to think what is happening in the story, so you can answer the question correctly. |

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| **Unit 2 Mini Lesson 12** |

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| **Unit of Study:** | #2 Readers Read, Think, and Talk about Emergent Storybooks |
| **Goal:** | Readers can find fun ways to “read” emergent story books. |
| **Teaching point *(Kid language!)*:** | Readers make their stories come alive by using their voices to sound like the characters (35). |
| **Catchy phrase:** | “Who’s talking? What are they/he/she saying? How will they/he/she sound?” |
| **Text:** | Mrs. Wishy-Wishy |
| **Chart(?):** | No chart |
| **Standard:** | K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  K.RF.4 Read emergent-reader texts with purpose and understanding. |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:*** *We’ve been learning lots of strategies that help us read our books! (Reference cumulative chart of strategies we use to help us read our books.) We’ve learned how to use the pictures to tell the story… to use the word wall to figure out tricky words… to talk with our partners about our books…)*  *For the next few days, we are going to be learning more fun ways to read our storybooks! Today, we are going to learn how to make our stories come alive by using our voices to sound like the characters! You’ve heard me do this a lot this year. Remember when I read No, David! and I try really hard to sound like David’s angry mom? And, when I read Caps for Sale and I work really hard to sound like the peddler who is working so hard to sell his caps? (Insert your own examples if you have not read these books.) I work hard to make the stories come alive by using my voice to sound like the character in the story.*  *Today, readers, you are going to learn how to use your voices to sound like the characters! When I do this, I ask myself, “Who’s talking? What are they saying? How will they sound?”* |
| ***Teach: Demonstration***  *Watch me while I use the strategy as I read some of the parts of the book Mrs. Wishy-Washy. (Turn to page with one of the animals jumping in the mud.) I’m going to make the story come alive by using my voice to sound like the character on this page in the story. First I have to find a place where a character is talking. I look for these things (point to quotation marks.). They tell us that someone is talking. (NOTE- This is NOT a lesson on quotation marks!!!! Just reference then so students know that they indicate dialogue.) I’ll ask myself, “Who’s talking? What are they saying? How will they sound?” (Count off the questions on your fingers.)*  *(Look at picture and mumble out loud each of the three questions and the answers.) Hmmm… On this page, I see the duck jumping into the mud. Listen closely as I ask and answer the three questions. “Who’s talking” Hmmmmm… Well, the duck is the only character on the page, so I know it’s the duck talking!*  *Now I know WHO is talking, (Count off first question on finger.) I need to ask the next question: “What is he saying?” Hmmm… Well, it says right here! (Point to and read words ‘Oh, lovely mud’ in a flat, monotone voice.) That’s what he is saying- Oh, lovely mud. (Read it without expression again.)*  *Now I know WHO is talking and WHAT he is saying, (Count off first & second question son finger.) I need to ask the next question: “How will he sound?” Hmmmmm... It looks like he is really happy and playing and having fun. I think when he talks, it will sound happy and playful!*  *So, now I know “Who is talking?” The duck! (Count off first question on finger.) I know “What is he saying?”- Oh lovely mud. (Count off second question on finger. Don’t forget to read that in a monotone.) I know “How will he sound?” (Count off third question on finger.) He’ll sound excited!*  *Now, watch me read the page. I’ll make the story come alive by using my voice to sound like the character. (Read page with expression.)*  *Did you see how I (repeat the three questions and explaining how you did each step)?* |
| ***Active Involvement:***  *Example/Non-example*  *Now it’s your turn to take this on. I am going to read a page of the book and I want you to turn to your partner to tell him how I did. Remember our three questions? (Have kids repeat questions, counting off their fingers.)*  *Listen to me read and Partner A will tell Partner B how I did. (Turn to page with Mrs. Wishy Washy getting mad and yelling ‘Just look at you!’. Read the page and dramatically model asking and answering each of the three questions and then reading the page with expression.)*  *(Partners share. Listen it to see if they are identifying the three steps.)*  *(Review the three questions, asking kids to repeat them with you.) Now I’m going to read another page. Listen closely Partner B. Your job is to tell Partner A how I did. (Turn to page with Mrs. Wishy-Washy happy about the clean animals and saying “That’s better.” Read the page in a flat, monotone voice.) Partners, turn and talk. Partner B tell your partner how I did. (Listen it to see if they are identifying that I skipped the three steps!)*  *You’re right, readers! I didn’t make the story come alive. I forgot to ask myself “Who’s talking? What are they saying? How will they sound?” Watch me this time as I ask the questions and fix it up. (Model doing it correctly and read her dialogue with appropriate expression.)* |
| ***Link:*** *Readers, now it is your turn to go off to read on your own. Remember to use your voice to sound like the characters in your book! Ask yourself, “Who’s talking? What are they saying? How will they sound?” (Have kids join in the questions.)* |
| **Mid-Workshop Teaching Point:**  *(Observe to see if students take on the teaching point. If they do, celebrate it and ask them to continue. If they are forgetting to use the strategy remind them and ask them to repeat the questions with you.)* |
| Share:  *(Observe to see if students take on the teaching point. If they do, choose a few students to share and celebrate. If they some are forgetting to use the strategy, layer into the sharing a quick direct lesson on finding quotation marks that indicate dialogue.)* |

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| **Unit 2 Mini Lesson 13** |

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| **Unit of Study:** | #2 Readers Read, Think, and Talk about Emergent Storybooks |
| **Goal:** | Readers can find fun ways to “read” emergent storybooks. |
| **Teaching point *(Kid language!)*:** | *Readers make their stories come alive by using facial expressions to show what the characters are feeling (35).* |
| **Catchy phrase:** | No catchy phrase. |
| **Text:** | No, David! and Mrs. Wishy-Washy (Or, a few other books with characters with strong expressions.) |
| **Chart(?):** | Chart called “FEELINGS” faces that have different expressions. (Sad, mad, happy/excited, silly, scared, worried faces drawn with the words underneath each. Don’t stress on this! Whatever you draw is better than a 5 year old!!! You could also make color copies of a few well-known characters who are mad, sad, etc. and use the illustration from the book as an anchor for that expression. Or, take some photos of your kids with different expressions.) |
| **Standard:** | K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  K.RF.4 Read emergent-reader texts with purpose and understanding |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:***  *Yesterday we learned how to make our stories come alive by making our voices sound like the characters. When I listened to you read, I could hear your characters come alive! I heard happy voices and sad voices, excited voices and mad voices, and I could tell just how your characters felt. Reading that way is fun!*  *Today, I am going to teach you another way that we can make our stories come alive- we use facial expressions to show what their characters are thinking.* |
| ***Teach****: Guided Practice*  *Facial expressions help our stories come alive because it helps us feel more like the characters. I made this chart showing us all the different kinds of facial expressions we might make to show what the characters are feeling. I’ll point to one of the pictures and explain the feeling and then we’ll all make that face!*  *(Point to one of the faces and explain and model.) This face right here is a sad face. (Talk in a sad voice with a sad face.) Sad characters are sad because something bad happened to them and they are not happy anymore. When we make a sad face your eyes and mouth go down like this. (Show your sad face.) now it’s your turn- let me see some sad faces. (Compliment students on their sad faces.) Oh look! Jose looks sooooo sad he almost makes me want to cry. Oh, and look at Selene- her face is so sad it looks like her sad, pouty lip might hit the floor!*  *(Continue guided practice with the rest of the pictures on the chart.)*  *Readers, now that we can make all these facial expressions, we are going to make our stories come alive by using facial expressions to show what the characters are feeling in our stories.* |
| ***Active Involvement:***  *(Take out No, David! or another book with strong character feelings.) You are going to take on this now with your partner. I want you to look at the picture I hold up and make a facial expression to match the character on that page. (Repeat this a few times, complimenting and explaining the faces kids are making to match the characters feelings.)*  *Now, readers, it’s time to turn to your partner to make a plan for your reading today. We talked about we are going to make our stories come alive by using facial expressions to show what the characters are feeling in our stories. Using our chart, I want you and your partner to take turns explaining the new strategy you learned to try when you are reading to make your stories come alive.*  *(Listen to make sure they get the idea. Increase scaffold if they are confused.)* |
| ***Link:***  *Now it’s time for you to head off to your own reading. I’ll leave our feelings chart up here to remind you of all the different kinds of facial expressions that you might use when you are reading today. Remember to use your voice AND your facial expressions when you read!* |
| **Mid-Workshop Teaching Point:**  *I noticed that some of you forgot to make facial expressions as you read. Let’s practice the different faces again. (Read off each one as kids make the faces to match.)* |
| **Share:**  *(Invite a few students to share by reading a page where they had a great expression.)* |

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| **Unit 2 Mini Lesson 14** |

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| **Unit of Study:** | #2 Readers Read, Think, and Talk about Emergent Storybooks |
| **Goal:** | Readers can find fun ways to “read” emergent story books. |
| **Teaching point *(Kid language!)*:** | Readers make their stories come alive by using gestures as they read their stories (35). |
| **Catchy phrase:** | No catchy phrase |
| **Text:** | Mrs. Wishy Washy (Or, another text that would allow you to model using gestures.) |
| **Chart(?):** | No chart |
| **Standard:** | K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  K.RF.4 Read emergent-reader texts with purpose and understanding |

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| **Mini Lesson:** (7-10 minutes total) |
| ***Connection****:*  For the last few days, we’ve been learning different ways to make our stories come alive. (Count the ways off on fingers.) We learned to use:  our voices. (Point to mouth/throat.) We did this when we asked the questions, “Who’s talking? What are they saying? How will they sound?” so we could sound like the characters. So, we use our voices to make our stories more exciting.  facial expressions. (Point to face.) We did this when we thought about all the different kinds of feelings people have and how we can make our faces match the feelings of our characters.  Today we are going to learn a new strategy:  gestures! (Spread arms out to emphasize body movement.) That means we use our bodies and move them in ways that match the characters’ movements.  All of these are different ways to make our stories come alive when we are reading- or when we are retelling our stories! Today I am going to teach you about how we can use gestures to make our stories come alive! |
| ***Teach: Demonstration***  Gestures are body movements we use to help people understand what we are saying. If I am really mad, I would stand up straight and put my hands on my hips. I might even shake my finger at whomever I am mad at. (Make actions for each one.) If I am scared, I would hunch over and my eyes would get all big and I would duck my head away like this- (Make actions for each one.)  Yesterday we talked about how to show how we felt with our facial expressions- today we are using gestures. Our body movements can help us bring our stories alive as we read or retell them.  Watch while I do this with Mrs. Wishy Washy. (Turn to page where the cow is happy and playing in the mud.) On this page, the cow is happy and having fun. I can show that with gestures like this (throw arms up and head back and wave them around like you are paying around in mud.)  On this page (turn to page with mad Mrs. Wishy Washy, I could use gestures to show you how mad Mrs. Wishy Washy was! (Turn to page with her hands on her hips and mimic her body language by sitting/standing up tall and putting your hands on your hips and use gestures like shaking your finger to show how mad she is.)  Did you all see how I made the story come alive by using gestures? I moved my body to help you understand the character. |
| ***Active Involvement:***  Now it’s your turn! I am going to turn to a few of the pages that we know very well and you will turn to your partner and use your gestures to help us understand how that character feels. You can use your voice and your facial expressions, too, but make sure that you use gestures to make your part of the story come alive!  (Turn to a page that will make it easy for students to use gestures- i.e. either of the two above, the page with the duck or the page with the pig, Mrs WW when the animals are clean or when they go back to play in the mud. Choose one page for each of the partnerships to make gestures to for their partner. Some of these are easier/harder. NOTE: If your partnerships are arranged strategically by ability or language skill, you might want to intentionally choose an easier or harder page for Partner As or Partner Bs to scaffold their learning.)  First, Partner A will take a turn. Partner A, you will turn to Partner B and read this page. Make the story come alive by using all the strategies you know- (Count off on your fingers.) use your voice, use your facial expressions, and use what we learned today- use gestures to make your story come alive!  (Show page and Partner A goes. Coach in as needed. Switch and do a different page with Partner B.)  Readers, I just saw you all using gestures to make your stories come alive! I saw (Child’s name) do… And (Child’s name) did… The gestures helped me understand the characters and the story came alive! |
| ***Link:***  Now it’s your turn to go off on your own and take this on. While you are reading on your own, I will see your lips moving as you whisper read trying to use your voice to sound like the characters… I will know you are using facial expressions because your face will be moving and match the characters. And, I will definitely know that you are using gestures to make your stories come alive because I will see your bodies moving around while you are making gestures! |
| **Mid-Workshop Teaching Point:**  (Make the teaching point based on student observations. It may be that you have to revisit the notion of making gestures and teach children that making gestures means that you are staying in your place, not moving around to act out the scene like a play.) |
| **Share:**  (Find 2-3 students who used gestures\*, voice, and facial expressions and have them read a page to the group. Clearly identify how the student used each of the three strategies to make their stories come alive.) |

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| **Unit 2 Mini Lesson 15** |

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| **Unit of Study:** | #2 Readers Read, Think, and Talk about Emergent Storybooks |
| **Goal:** | Readers can find fun ways to “read” emergent storybooks. |
| **Teaching point *(Kid language!)*:** | Readers make their stories come alive by reading like a storyteller. |
| **Catchy phrase:** | No catchy phrase. |
| **Text:** | Mrs. Wishy Washy |
| **Chart(?):** |  |
| **Standard:** | K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  K.RF.4 Read emergent-reader texts with purpose and understanding |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:***  Readers, we’ve been learning strategies to make our stories come alive. (Count the ways off on fingers.) We learned to use:  gestures! (Spread arms out to emphasize body movement.) That means we use our bodies and move them in ways that match the characters’ movements.  facial expressions. (Point to face.) We did this when we thought about all the different kinds of feelings people have and how we can make our faces match the feelings of our characters.  our voices. (Point to mouth/throat.) We did this when we asked the questions, “Who’s talking? What are they saying? How will they sound?” so we could sound like the characters. So, we use our voices to make our stories more exciting.  So far, we know how to use our voices when we are reading the dialogue, or what the character says. We know there is dialogue when we see quotation marks (Draw them quickly on a white board. NOTE: Quotation marks should have been introduced and explored in the context of shared reading. This is not a lesson on quotations marks. Just reference them.) Readers also use their voices in special ways when they read the rest of the story! Readers make their stories come alive by reading like a storyteller! |
| ***Teach: Demonstration***  Readers, you are getting really good at reading the dialogue, the parts when the characters talk (Point to quotation marks and dialogue on p.2.). To make our stories really come alive, though, we read the rest of the text with expression, too.  When we read like storytellers, our voices go up and down and we read some parts faster and slower- it needs to sound like we are TELLING a story. Listen closely while I read a few pages of Mrs. Wishy-Washy. Listen to how dramatic my voice sounds when I get to the part when Mrs.Wishy-Washy came along and found all the animals playing in the mud! I will sound like the characters are talking, but I will sound like a storyteller on the rest of the parts, too!  (Read the first 6 pages to show how we use our voices for dialogue and the rest of the text. NOTE: The first three pages only have 6 words on them and set up the flow for the 5th & 6th pages to be read like a storyteller. This will take about 10 seconds to read.)  Did you hear how I used my voice to sound like a storyteller? Did you hear how dramatic I sounded when she came out of her house and saw all the animals? I used my voice to make the text come alive by reading like a storyteller!  Sometimes when kids read, they read like this: (Read page 5-6 in an overtly monotone, robotic voice.) This is called robot-reading because you sound like a robot. (Read the page again like a robot.) That sounds awful! Reading should sound like telling a story- not like a robot! Stories come alive when we read like a storyteller! |
| ***Active Involvement: Example/Non-example***  Now it’s your turn to think about this. I am going to read a page and Partner A will turn to partner B and tell them if I did a good job of reading like a storyteller. I do NOT want to sound like a robot.  (Read pp. 5-6 in a storyteller’s voice.) Partner A, turn to Partner B and tell them how I did.  You are right, readers! I did a great job of reading those pages- I used my voice like a storyteller and made it go up and down and faster and slower to make the story come alive.  Now it’s Partner B’s turn. I am going to read a page and Partner B will turn to partner A and tell them if I did a good job of reading like a storyteller. I do NOT want to sound like a robot.  (Read pp. 5-6 in a robot, monotone voice.) Partner B, turn to Partner A and tell them how I did.  You’re right again, readers! That was awful! I sounded like a robot when I read and the story did NOT come alive. It was boring.  Let’s read the pages together now and all of us can use our storyteller voices so our reading sounds like we are telling a story! (Read p. 5-6 with students using strong storyteller voice.) |
| ***Link:***  Readers, from now on when you are reading stories, make sure that your voice makes it sound like you are telling a story. We DON’T want to sound like robots when we read so use your voice to read like a storyteller and your stories will come alive! |
| **Mid-Workshop Teaching Point:**  (Listen in as student’s read and make teaching point that matches what you’ve learned that they need.) |
| **Share:**  (After conferring with a few students, have 2-3 students read a page or two to the group and reinforce the strategy of reading like a storyteller- NOT a robot!) |

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| **Unit 2 Mini Lesson 16** |

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| **Unit of Study:** | #2 Readers Read, Think, and Talk about Emergent Storybooks |
| **Goal:** | Readers can find fun ways to “read” emergent storybooks. |
| **Teaching point (Kid language!):** | Readers make their stories come alive by acting them out. |
| **Catchy phrase:** | No catchy phrase. |
| **Text:** | Mrs. Wishy -Washy |
| **Chart(?):** |  |
| **Standard:** | K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  K.RF.4 Read emergent-reader texts with purpose and understanding |

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| **Mini Lesson:** (7-10 minutes total)  ***Connection:***  Readers, we’ve been learning lots of different ways to make our stories come alive. Our reading is so much more interesting and exciting than it ever was before because we are using (Count off on fingers.): our voices, gestures, facial expressions, and reading like a storyteller. Isn’t reading this way fun?  Today, we are going to learn another way to make our stories come alive- we are going to act them out! We’ll pretend like we are the characters and act out the stories we know and love! We will use (Count off on fingers.) our voice, our gestures and our facial expressions to act out the story. |
| ***Teach:***  Watch me as I act out the story Mrs. Wishy Washy. I will look at and read the page real quick to remember what is going on and then I will act out that part.  (Mumble read and think out loud about the first page then turn from the book and act out that page using your voice, gestures and facial expressions.)  Did you see how I acted out that part of the story? I made it come alive by (Count off on fingers.) using my voice, gestures and facial expressions.  (Repeat with a second page if your students need another model. After 5 lessons on this work, this should be easy for them to take it on.) |
| ***Active Involvement:***  Now it’s your turn to take this on. I am going to turn to a page in the book and Partner B will turn to Partner A and use their voice, gestures and facial expressions to act out what happened on that page. (Turn to page 2 and have partners have a go.)  Readers, I saw and heard you using your voice, gestures and facial expressions! (Share an example or two about exactly what you saw a few students doing.) You were acting it out and the story came alive!  Now it’s Partner A’s turn to take this on. I am going to turn to a page in the book and Partner A will turn to Partner B and use their voice, gestures and facial expressions to act out what happened on that page. (Turn to page 5-6 and have partners have a go.)  Readers, I saw and heard you using your voice, gestures and facial expressions! (Share an example or two about exactly what you saw a few students doing.) You were acting it out and the story came alive! |
| ***Link:***  Now it’s time for you to go off and try this on. Remember to use your voice, gestures and facial expressions! Right now you’ll be doing it on your own, but in a little bit, you’ll be doing this with your partner. Be sure to practice how you are going to make your story come alive by your voice, gestures and facial expressions! |
| **Mid-Workshop Teaching Point:**  Readers, I saw and heard you using your voice, gestures and facial expressions to act out your stories! (Share an example or two about exactly what you saw a few students doing.) Now it’s time for you to work with your partner taking turns acting out your books. One of you can act out a book or part of the story and then the other partner takes a turn. Please keep taking turns until I ask you to stop. (NOTE: You may need to include a point about how to do this without being too loud or disruptive.) |
| **Share:**  (Watch and listen for a few partnerships that are doing the work well and reinforce the good ACTING behaviors and the good LISTENING/WATCHING behaviors. Push hard on how to be a good audience because the celebration tomorrow is about readers acting out a part of their book for a small group of their classmates or visitors.) |