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*Readers Use All Our Powers to Actually Read*

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| ***Kinder Reading Unit 3*** ***Reading Study Planning Template*** |  |

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| **Unit 3:**  | *Readers use all our powers to actually read.* |

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| **Goals:*****(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)*** | * *Readers Learn What Super Powers Are and Begin to Use Them*
* *Readers Use Many Super Powers All At Once*
* *Readers Practice to Perform Our Super Powers*
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| **Essential Questions:*****(These should be aligned with Goals.)*** |  |

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| **Standards:** | *Reading Literature*K.RL.1 With prompting and support, ask and answer questions about key details in the textK.RL.3 With prompting and support, identify characters, setting, and major events in a story.K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.K.RL.10 Actively engage in group reading activities with purpose and understanding.*Informational Text* K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.*Reading Foundational Skills*K.RF.1 Demonstrate understanding of organization and basic features of print.K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).K.RF.3 Know and apply grade level phonics and word analysis and decoding skills.K.RF.4 Read emergent-reader text with purpose and understanding*Speaking and Listening*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 discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
2. Continue a conversation through multiple exchanges

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| **Key Vocabulary:** | Sight words, superpowers, character, first, next, last, (transitional words/sequence), tricky words, patterns, sound, stretching sounds, sound it out, beginning sound, illustrations, familiar words, partner, voice, (emotion words)Palabras communes, superpoderes, personajes, primero, despues/luego, al final, (palabras de transicion, secuencia,) palabras dificiles, patrones, sonidos, estirando/extendiendo los sonidos, usa los sonidos, sonidos iniciales, ilustraciones, palabras familiares/conocidas, compañeros, usar tu voz, (feliz, enojado, etc.) |

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| **Anchor Texts:**  | I Am (Scholastic Sight Word Book)My School (Scholastic Sight Word Book)My Dog (Scholastic Sight Word Book)My Cats (Scholastic Sight Word Book)Chicka Chicka Boom Boom!Little Red HenEl chivo y la huertaLos tres chivitosGoldilocks and the three bears |

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| **Other Resources:** | Superpowers chart, word wall, pointers, big glasses |

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| **Assessment:****(Including CCSS performance task.)** | FORMATIVE | SUMMATIVE |
| Assessment checklist, shared reading (whole class/small group),  | Sight word test (see Marie Clay and the Continuum of Literacy Learning for sight words) |

Unit of Study at a Glance Planner

Kinder, Reading Unit 3

**UNIT 3:** *Readers Use All Our Powers to Actually Read*

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| **GOAL:***Readers Learn What Super Powers Are and Begin to Use Them* | **GOAL:***Readers Use Many Super Powers All At Once* | **GOAL:***Readers Practice to Perform Our Super Powers* |
| *Mini lessons: (pg. 53)* | *Mini lessons: (pg. 54)* | *Mini lessons:*  |
| * Readers use their “super powers” to read by thinking about the story and connecting the words to the pictures. (make a superpower chart) (P. 42-43, 52)

K.RML.3-1* Readers better understand the story by using pictures in the book to make a movie in their minds (p. 42, 43, 44, 53)

K.RML.3-2* Readers match each word by pointing under each word only once while reading. (P. 42, 45, 53)

K.RML.3-3* Readers help themselves read by finding and using words they know (high frequency words) (p. 45, 53)K.RML.3-4
* Readers get their mouths ready to read by checking the first letter sound of the word and matching that to the picture. (44,45,53)

K.RML.3-5* When readers get stuck, they fix it by backing up and re-reading

(P.45 ,53-54)K.RML.3-6 | * *Readers figure out the story by using ALL their “super powers” at once (P. 45, 54)*

*K.RML.3-7** Readers read tricky words by matching words to pictures *(P. 46,54)*

*K.RML.3-8** *Readers read quickly by noticing and using patterns as they read (P. 46,54)*

*K.RML.3-9** *Readers make predictions by thinking about what is going to happen next (p. 46,54)*

*K.RML.3-10* | * *Readers sound better when they read by re-reading their books (p.47, 55)*

*K.RML.3-11** *Readers think about the feelings in a story by making sure their voice matches (P.48 ,55)*

*K.RML.3-12** *Readers sound like storytellers by going back and rereading with expression. (p. 48,55)*

*K.RML.3-13** *Readers read together by combining their “super powers” (P.45, 46, 48, 55)*

*K.RML.3-14** Readers can be teachers by helping our partners to use their superpowers! *(p.48, 55)*

*K.RML.3-15* |
| *Other Topics:** *Directionality*
* *Counting the words in the sentence*
* *Forming letters*
 | *Other Topics:** *Adding words to the Word Wall*
* *Beginning and ending sounds (if the children are ready)*
 | *Other Topics:* |

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| **WORKSHOP CALENDAR FOR:** | Kinder, Reading  | Dates: | Oct. 31 –Nov 30 |
| **Unit of Study:**  | *#3 Readers use their superpowers* |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  | 10/31 Readers use their “super powers” to read by thinking about the story and connecting the words to the pictures. K.RML.3-1*Los lectores usan sus “súper poderes” para leer pensando en la historia y conectando las palabr****as*** *con las ilustraciones*  | 11/1 Readers better understand the story by using pictures in the book to make a movie in their minds K.RML.3-2*Los lectores entienden mejor la historia usando las ilustraciones en el libro para hacer una película en su mente* | 11/2 NO SCHOOL |
| 11/5Readers read books by pointing under each word *only* once while reading. K.RML.3-3*Los Lectores leen libros apuntando debajo de cada palabra una vez mientras leen* |  11 / 6Readers help themselves read by finding and using words they know (high frequency words) K.RML.3-4*Los lectores se ayudan a sí mismos a leer encontrando y usando palabras que ya conocen* |  11/7Readers get their mouths ready to read by checking the first letter sound of the word and matching that to the picture. K.RML.3-5*Los lectores preparan sus bocas para leer usando los sonidos iniciales de las palabras y conectándolas con las ilustraciones* |  11/8When readers get stuck, they fix it by backing up and re-reading K.RML.3-6Cuando los lectores tienen problemas en una palabra, lo arreglan volviendo a leer  |  11/9Readers figure out the story by using ALL their “super powers” at once K.RML.3-7Los lectores usando todos sus “súper poderes” al mismo tiempo para entienden la historia.  |
|  11 /12NO SCHOOL |  11 / 13Readers read tricky words by matching words to pictures K.RML.3-8*Los lectores leen palabras difíciles conectándolas con las ilustraciones.* |  11 /14 Mini lesson choice day |  11/15 Readers read quickly by noticing and using patterns as they read K.RML.3-9*Los lectores leen más rápido usando patrones en la lectura.* |  11 /16 Readers make predictions by thinking about what is going to happen next K.RML.3-10*Los lectores hacen predicciones pensando en lo que pasara en la historia* |
|  11 / 19 No school |  11 /20 NO SCHOOL |  11/21NO SCHOOL  |  11/22 NO SCHOOL  |  11/23NO SCHOOL |
|  11/26Readers sound better when they read by re-reading their books K.RML.3-11*Los lectores se escuchan mejor cuando vuelven a leer sus libros* |  11/27 Readers think about the feelings in a story by making sure their voice matches K.RML.3-12*Los lectores piensan sobre los sentimientos de los personajes en una historia asegurándose que sus voces coincidan con las del personaje.* |  11/28Readers sound like storytellers by going back and rereading with expression. K.RML.3-13*Los lectores se escuchan como un narrador cuando vuelven a leer con expresión* |  11/29Readers read together by combining their “super powers” K.RML.3-14*Los lectores pueden leer juntos combinando los “súper poderes*” |  11/30Readers can be teachers by helping our partners to use their “superpowers”! K.RML.3-15*Los lectores pueden ser maestros ayudando a los compañeros a usar los “súper poderes.”* |

**Unit of Study Assessment Checklist**

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| **Unit:**  | 3 |

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

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| Name | Points under words | Recognizes sight words | Matches 1st letter sound to pic | Rereads when stuck | Recognizes sentence pattern | Reads with expression | Visualizes | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 3 Mini Lesson 1** |  |

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| **Unit of Study:** | Unit 3 Readers Use All Our Powers to Actually Read |
| **Goal:** | Readers Learn What Super Powers Are and Begin to Use Them |
| **Teaching point:** | **Readers use their “super powers” to read by thinking about the story and connecting the words to the pictures** |
| **Text:** | I Am (Scholastic Sight Word Books )Start a cumulative chart of reading “super powers” Students bring books to the floor) |
| **Standard:** | K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear. K.RI.7 With prompting and support describe the relationship between illustrations and the text in which they appear. |

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| **Mini Lesson:** (7-10 minutes total)**Connection:** How this fits in with what we’ve been doing (1-2 minutes)Readers use their “super powers” to help them read by thinking about the story and connecting the words to the pictures. We’ve been learning lots of great strategies in reading workshop. The strategies that we use are kind of like “super powers”. Super heroes have lots of special powers. (Give 3 examples e.g. Spider man can climb on walls, The Hulk is really strong, and Wonder woman has a super jet). For super heroes a super power is a tool that helps them to do their job. For readers our superpowers help us do our job. We use our powers to help us read by thinking about the story and connecting the words to the picture. Point to a chart –reading superpowers [title] (blinged out) |
| **Teach**: Explicitly telling & showing an exampleOne of the superpowers that we have been using is thinking about the story. Do you remember when we read the book I Am (Scholastic Sight Word Books)? Do you remember how I thought about my favorite part? As we read we need to think about what is happening and why we like certain parts…so one of our super powers is to THINK ABOUT THE STORY (add this to the chart). One way you can think about the story is to look at the pictures (remind students how we have done picture walks before reading books and they help us think about the story and also how we refer to pictures when reading). The pictures tell us what is happening in the story and we have the superpower to CONNECT THE PICTURES AND THE WORDS (add this to the chart). Teacher pulls out a book and models how to use both powers while referring to superpower chart. |
| Active Involvement: Students partner share or make a plan in their minds… (2-3 minutes)Now you are going to practice your super powers by thinking about your books and connecting the words to the pictures (individually). [Point to the chart]Now with your partner you’re going to take turns by pulling one book out of our baggie/box and talk about it with your partner. Don’t forget to connect the pictures with the words. (Partners take turns telling what they think about their book. Partner A first takes out book and talks about it then puts it away then Partner B has a turn. Continue taking turns until time is up.) |
| **Link:** Send students off with a purpose… (1-2 minutes) So readers today and everyday when you are reading you are going to use your superpowers. Today we learned about thinking about your book and how we use the pictures to help us. For the first part of independent reading you are all going to be reading alone thinking about your books. At the end of reading time you are going to be reading with a partner and use your super power [point to chart] and share with your partner. |

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| **Unit 3 Mini-Lesson 2** |  |

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| **Unit of Study:** |  Readers Use All Our Powers to Actually Read |
| **Goal:** | Readers Learn What Super Powers Are and Begin to Use Them |
| **Teaching point:** | ***Readers better understand the story by using pictures in the book to make a movie in their minds*** |
| **Catchy Phrase:** | Readers make movies in their minds. |
| **Text:** | Cumulative chart of reading “super powers”, sample of students’ writing,  |
| **Standard:** | K.RL.3 With prompting and support identify characters setting and major events in a story. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:** How this fits in with what we’ve been doing(1-2 minutes)Readers use their “super powers” to read. Yesterday we talked about two of the superpowers that we have been using. We were thinking about the story (point to this on chart) and using the pictures in the book to help us read. Today I’m going to teach you about a new superpower. Readers better understand the story by using pictures in the book to make a movie in their minds. Movies tell stories just like books do. While we’re reading we can close our eyes and imagine a story in our heads. You will do this while reading and say, “Readers make movies in their minds”. |
| **Teach:**  DemonstrationWatch me use this superpower. (Teacher models this going through a familiar book, for example My School [Scholastic Sight Word Books] and thinks aloud “making” a movie in her mind; teacher might want to use transition words like “first”, “then”…) (Teacher reads a few pages, closes her eyes, and thinks out aloud about the movie that she’s creating in her mind.)The movie in our mind helps us think what the words in the book mean and what is happening in the story. Our new superpower is using pictures to make a movie in our minds. Readers better understand the story by using pictures in the book to make a movie in their minds. Remember, “Readers make movies in their minds”! |
| **Active Involvement:** Students partner share or make a plan in their minds… (2-3 minutes)Now you are going to practice your super powers by using pictures to make a movie in your minds so that you can better understand the story. You are going to reread one of your familiar little books and use the pictures to make a movie in your mind. When you are done reading you are going to tell your partner about the book and how the movie played out in your mind. [Students tell the story using pictures].  |
| **Link:** Send students off with a purpose… (1-2 minutes) So, readers, today and everyday when you are reading you are going to use your superpowers. Today we learned about using pictures to make a movie in our minds when imagining the story. For the first part of independent reading you are all going to be reading alone and telling the story by using pictures to make a movie in your mind. At the end of reading time you will be with a partner and taking turns sharing the movies from your minds. |

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| **Unit 3 Mini-Lesson 3** |  |

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| **Unit of Study:** | Readers Use Their Superpowers |
| **Goal:** | Readers Learn What Super Powers Are and Begin to Use Them |
| **Teaching point:** | ***Readers read books by pointing under each word only once while reading***  |
| **Text:** | My School. Chart with “superpowers” |
| **Standard:** | K.RF.1 Demonstrate understanding of the organization and basic features of print.  |

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| **Mini Lesson:** (7-10 minutes total) |
| ***Connection: (1-2 minutes)***You know how we have been working on using our reading superpowers to help us read. Today we are going to work on a new superpower. We are going to use the superpower of pointing under each word once (only once!!!!) while reading. (add this “Superpower” to your chart) Readers always make sure to point under each word once while reading. |
| ***Teach****:*  Demonstration Now watch me while I use this superpower: I will be pointing under each word once while reading My School (Scholastic lap/make and take books). This superpower is very important because if I don’t have my finger in the right place I can’t figure out the words. (teacher first models reading and pointing on top of the word) I noticed that when I read this page I had a little trouble because I pointed on top of the word and when I did; I couldn’t see the word that I was trying to read. That is why readers always point under each word while reading. Readers read books by pointing under each word once while reading.Watch me as try again… (move to another page and model again this time pointing under the words *but going too* *quickly and dragging your finger instead of pointing*) This time I noticed that I pointed under the words like I needed to, but my finger was at the end of the sentences and I wasn’t done reading the words. I didn’t point to each word once. Readers read books by pointing under each word once while reading.(model again making sure to point under each word once)“I am going to read again”. You only tap ONCE under each word. “This time it was easy for me see my words, because my finger was under the words as I was reading them; and I didn’t go too fast because I was pointing to the words at the same time as I was reading them.”“I did this, because: Readers read books by pointing under each word only once while reading.”“WOW! I am using my superpower of pointing under each word only once while reading. Did you see how I did that?” |
| ***Active Involvement:*** The students should have their reading book box and practice reading a page or two on the carpet. Remind them that “Readers read books by pointing under each word only once while reading.” Students work independently, then a student can come and demonstrate in front of class (2-3 minutes)Now; all day and every day; we are all going to try using our superpower of pointing under each word once while reading. Readers read books by pointing under each word once while reading. (Teacher passes out copies of My School to practice using your pointing superpower while reading your book.)  |
| ***Link****:* Send students off with a purpose… (1-2 minutes)You have all done a wonderful job pointing under each word once while reading. When you go out with your book boxes today and forever make sure you are pointing under each word once while reading. You are all using your superpowers as readers by pointing under each word only once as you read! |

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| **Unit 3 Mini-Lesson 4** |  |

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| **Unit of Study:** | Readers Use their Superpower |
| **Goal:** | Readers Learn What Super Powers Are and Begin to Use Them |
| **Teaching point:** | ***Readers help themselves read by finding and using words they know (sight words)*** |
| **Text:** | I Like, chart with superpowers on it |
| **Standard:** | K.RF.3 Know and apply grade level phonics and word analysis and decoding skills. |

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| **Mini Lesson:** (7-10 minutes total) |
| **Connection:** How this fits in with what we’ve been doing (1-2 minutes)You know how we’ve been working on using our reading superpowers to help us read? (Refer to chart) I’ve noticed that you’ve been doing a very good job using these new superpowers. Today, we are going to learn another superpower that you will be able to use. When you read you will notice that there are some words that you already know and you can read them quickly. These are called sight words. Readers help themselves read by finding and using words they know (sight words) (add new superpower to chart) |
| **Teach:** Demonstration (5-6 minutes)Readers, we all know many words by sight. This means that we see them and immediately recognize them. For example, we know the words “I” and “like” right away when we see them. These words are called sight words (or whatever term teacher uses such as star words, heart words etc) because as soon as you see them you can say them without thinking. Authors use these sight words to help kids read fluently. When you find a sight word, you can say it right away and move on to the harder words. Readers read fluently by using sight words. Watch me as I show you how readers do this.  (Teacher opens to a page in the I Like book that has one or more sight words on it. Teacher thinks aloud and finds the sight word. Teacher points out that she can read that sight word in a snap, and refers to it on the word wall. Teacher models how to say the word quickly and move on.) Repeat teaching point on a different page of the big book. |
| **Active Involvement:** Students partner share (2-3 minutes)Now you are going to practice using your new superpower of reading sight words quickly then moving on to the harder words. Readers read fluently by using sight words. (Teacher opens a book with large print that students will read.) In just a moment, I’m going to ask partner A to turn to partner B and find a sight word on the page. Partner A will say the word to partner B quickly and then move on to the harder words. Partner A, you should say, “I see the word …” (e.g. I, like). Then partners read the sentence together. (After students practice, teacher shares how a partnership worked together to find sight words successfully.)Repeat teaching point by saying, I chose to talk about how Sarah and Juan worked together today because they worked together well to find the sight words. It is important to use this superpower because readers read fluently by using sight words. Readers help themselves read by finding and using words they know. |
| **Link:** Send students off with a purpose by restating the teaching point (1-2 minutes)From now on when you are reading your books or anything else in the world around you, remember that you can use all of your superpowers. Today, we learned a new superpower- readers help themselves read by finding and using words they know. |

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| **Unit 3 Mini-lesson 5** |

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| **Unit of Study:** | K.RML.U3 Readers Use Their Superpowers |
| **Goal:** | Readers Learn What Super Powers Are and Begin to Use Them |
| **Teaching point:** | ***Readers get their mouths ready to read by checking the first letter sound of the word and matching that to the picture (when applicable).*** |
| **Catchy phrase** | Readers get their mouths ready to read by checking the first letter sound of the word and matching that to the picture (when applicable). |
| **Text:** | My Dog (Scholastic Sight Word Books), chart with superpowers on it. |
| **Standard:** | K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).1. ~~Recognize and produce rhyming words.~~
2. ~~Count, pronounce, blend, and segment syllables in spoken words.~~
3. ~~Blend and segment onsets and rimes of single-syllable spoken words.~~
4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /*l*/, /*r/*,or /*x/.*)
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| **Mini Lesson:** (7-10 minutes total) |
| **Connection:** How this fits in with what we’ve been doing (1-2 minutes)“You know how yesterday we worked on reading those words we already know and can read quickly. Today we’re going to learn how to read words we don’t know. One way readers do this is to use their superpower of getting their mouth ready to make the sound that goes with the first letter of the word. To do that, readers get their mouths ready to read. (Add this superpower to the chart) |
| **Teach: Demonstration** (5-6 minutes) “Readers, watch my mouth while I show you how I get ready to make the sound that goes with the first letter of a new word. “ (Teacher opens book to previously selected page and begins reading text, stopping and modeling how to get your mouth ready at the beginning of a new word.) Start reading, then stop to a word and tell the students: “I don’t know that word, so I will use my super power and get my mouth ready to read the word. I will say the sound that goes with the first letter of the word.” “The first letter is:\_\_\_\_, the sound of this letter is: \_\_\_\_.” Stretch out the sound and read the word.Readers on this page did you notice how, when I came to this word, I asked myself - How does this word start? Then I said, - Oh, this word starts like my friend Sam’s name and I said “SSSSSS, (teacher points to mouth so students are looking at how mouth is formed) and the word popped right out. I also need to check the picture and make sure that the word matches that initial letter sound. “Readers, did you notice how, when I came to this word I didn’t know, I got my mouth ready and made the sound that goes with the first letter? Getting my mouth ready for the beginning sound helped me read that word.”(Teacher turns to another previously selected page and models how, when stuck, she uses the known name of a student to help remember the sound of a particular letter)“Remember: Getting my mouth ready to make the sound that goes with the first letter of a word is the new superpower we are learning today. Readers get their mouths ready to read.” |
|  **Active Involvement:** Students partner share or make a plan in their minds… (2-3 minutes)“Now, you are going to practice using this new superpower- Readers get their mouths ready to read.”(Teacher turns to a page in the book where a word has a familiar beginning sound. The teacher covers all but the first letter; this could be done beforehand with a sticky, and instructs students that when they come to this word they should all practice getting their mouth ready for that sound.)(Students practice together)Now we’ll practice doing this with a partner. (The teacher turns to a new page and instructs partner A to show partner B how to get her mouth ready for word that is masked. Then repeat for partner B) |
| **Link:** Send students off with a purpose (1-2 minutes)So, today and every day; when you’re reading, I want you to use your new superpower. Today we learned that readers get their mouth ready to make the sound that goes with the first letter of a word. While you read today you’re going to come to lots of words that you can practice getting your mouth ready for. Remember, readers get their mouths ready to read. Don’t forget to check the picture with the word as you are reading.(send students off to get their book boxes and practice)  |

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| **Unit 3 Mini-Lesson 6** |  |

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| **Unit of Study:** | Readers use their superpowers |
| **Goal:** | Readers Learn What Super Powers Are and Begin to Use Them |
| **Teaching point:** | ***When readers get stuck, they fix it by backing up and re-reading***  |
| **Catchy Phrase:** | Readers go back and re-read when they are stuck |
| **Text:** | (bring book bags to the floor) |
| **Standard:** | K.RF.4 Read emergent-reader text with purpose and understanding. |

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| **Mini Lesson:** (7-10 minutes total) |
| **Connection:** How this fits in with what we’ve been doing (1-2 minutes)“Remember the last superpower that we learned? It was where we got our mouths ready to read and this helped us to figure out new words. Today I want to teach you another superpower. This will help you with new words and also help you when you make a mistake or get stuck. Whenever we are stuck or make a mistake, we go back and reread the words or the sentence. The other words around can help us to self correct or figure out the new word. When we go back and reread we also want to check the pictures and see if they connect with the words. Readers go back and re-read when they are stuck.” |
| **Teach: Demonstration** “I am going to use this superpower while reading to you…. . When I get stuck or make a mistake, don’t help me!!!…I will help myself by going back and rereading. I will think about what word would make sense there.” (Teacher chooses My Cats and models getting stuck and going back and rereading.) “Hum…, this word doesn’t make sense; I don’t think that it is the right word. I am going to go back and re-read.” Teacher goes back and model with reading the correct word. “Oh, this word makes sense here… “Repeat this part a couple of times.“Wow, did you notice me go back and reread when I got stuck? Did you see how that helped me to keep reading? That’s because readers go back and re-read when they are stuck.”Teacher repeats this activity again using rereading with words and cross-checking picture as well.“Remember, readers go back and re-read when they are stuck.” |
| **Active Involvement:** Students partner share or make a plan in their minds… (2-3 minutes)“Now it is going to be your turn to practice re-reading when you get stuck. I am going to pass out My Cats. Read the book and when you come to a place where you get stuck go back and reread the sentence before you got stuck, don’t forget to check the picture. Remember readers go back and re-read when they are stuck.” |
| **Link:** Send students off with a purpose… (1-2 minutes)Today and every day, you are going to use this superpower with your own books. Remember that, whenever you are stuck, you need to go back and reread. Think about what makes sense and the words around the place you are stuck so it can help you to keep reading. |
| **Mid-Workshop Teaching Point:**“When you get stuck, are you remembering to go back and reread? Keep reading! Don’t forget to go back and reread when you get stuck!” |
| **Unit 3 Mini Lesson 7** |  |

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| **Unit of Study:** | Readers use their superpowers |
| **Goal:** | Readers Use Many Super Powers All At Once |
| **Teaching point:** | ***Readers figure out the story by using ALL their “super powers” at once*** |
| **Text:** | Use unfamiliar text |
| **Standard:** | K.RL.3 With prompting and support, identify characters, setting, and major events in a story.K.RF.4 Read emergent-reader text with purpose and understandingK.RF.1 Demonstrate understanding of organization and basic features of print |

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| **Mini Lesson:** (7-10 minutes total) |
| **Connection:** How this fits in with what we’ve been doing (1-2 min)We learned earlier in the week that we have superpowers that we can use while reading. [Teacher refers to chart][Teacher uses an example of how a superhero uses multiple powers to save the world, e.g. Spiderman uses webs to go from building to building and also uses sticky hands to climb up buildings. Spiderman usually just uses one power at a time but to save the day, he’d use more than one at a time. We can be a better reader by using ALL of our powers at once!) Today, I want to teach you that when we read we can’t just use one superpower at a time. We use all of the ones that we know! We think about the story, study the pictures, and look at the words. Using many superpowers together helps us figure out what is happening in the story that we are reading. Readers figure out the story by using ALL their “super powers” at once. |
| **Teach:** (5-6 min)(Explicitly tell & show an example with a familiar text) Teacher reviews superpowers with class while pointing to the chart. Think about the story, study the pictures and look at the words. Then teacher reads a couple of pages thinking aloud as she is reading about the superpowers that she is using because readers figure out the story by using ALL their “super powers” at once. |
| **Active Involvement:** (2-3 minutes)Together the class will review the chart and then students will turn to their partner and talk about how they are going to use all three superpowers at once while they are reading…”I’m going to think about the story, study the pictures and look at the words.” Remember that readers figure out the story by using ALL their “super powers” at once |
| **Link:** Send students off with a purpose… (1-2 minutes) As you go off to get your book boxes, remember, that today and every day you can use more than one of your “super powers” at a time because readers figure out the story by using ALL their “super powers at once. |
| **Mid-Workshop Teaching Point:**Remember to use all your superpowers at once while reading – thinking about the story, studying the picture, and looking at the words. |

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| **Unit 3 Mini Lesson 8** |

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| **Unit of Study:** | Readers use their superpowers! |
| **Goal:** | Readers Use Many Super Powers All At Once |
| **Teaching point:** | ***Readers read tricky words by matching words to pictures*** |
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| **Text:** |  |
| **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 text with purpose and understanding |

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| **Mini Lesson:** (7-10 minutes total) |
| **Connection:** (1-2 minutes)Remember how we learned about the superpowers of looking at words and studying pictures. Today I am going to teach you a new superpower. This superpower will help you to read words that you don’t know. I want to teach you that sometimes when we are reading, we say a word that makes us think…huh? That doesn’t sound right. I don’t know a word like that. When that happens we go back reread the word AND use the picture to make a guess. We think, “what word matches the picture?”. Teacher adds this superpower to the chart. |
| **Teach:** DemonstrationWhen we think about whether the word matches the picture. We have to ask ourselves the following questions… **does this make sense****does this sound right** **does the word match the picture**Teacher models reading part of a sentence then gets stuck on an unfamiliar word and checks picture to see if it matches the word. Teacher stops and asks herself aloud…. **does this make sense****does this sound right** **does the word match the picture** Teacher refers to chart.  |
| **Active Involvement:** Students partner share (2-3 minutes)Teacher turns page and shows class a sentence with a covered word except for the first letter. Teacher has students turn to a partner read the sentence and try to guess word by cross checking picture and initial sound. Have students take turns. |

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| **Link:** Send students off with a purpose… (1-2 minutes)Now I am going to send you off to your books so that you can read. When you come across a word that you don’t know or that doesn’t make sense use your new superpower to match the pictures to the words. |
| **Mid-Workshop Teaching Point:**  Are you remembering to match the pictures to the words when you get stuck? |

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| **Unit 3 Mini Lesson 9** |  |

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| **Unit of Study:** | Readers use their superpowers |
| **Goal:** | Readers Use Many Super Powers All At Once |
| **Teaching point:** | ***Readers read quickly by noticing and using patterns as they read.*** |
| **Text:** | Previously read simple pattern books – if available a copy of the same book for each student |
| **Standard:** | K.RF.3 Know and apply grade level phonics and word analysis and decoding skills. |

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| **Mini Lesson:** (7-10 minutes total) |
| **Connection:** (1-2 min)Yesterday when we read, we made sure that the words matched the picture. Some of you noticed that in many books some words are the same on every page. These are called patterns. In math we use patterns with colors and shapes. In reading we use patterns with words in our books. Today we’re going to find these patterns and use them as we read. We can read with more fluency or quicker because we know the pattern. Readers read quickly by noticing and using patterns as they read. |
| **Teach:** demonstration (5-6 min) (Teacher opens a big pattern book to show two pages with simple text, so the kids can compare the text)Here is a pattern book, follow along with me as I read and figure out the pattern of this book(Teacher models reading the text on the left side then thinks aloud how the text on the two pages are alike and different). Did you notice how I found the pattern (the words that are the same) and I read it fast, because I knew what it said. Look how this pattern continues on the next page (teacher turns pages and points out the pattern that continues throughout the book). Are you ready to practice with me? Some of you have already noticed that the pattern sometimes changes at the end of the book. As you read, you need to keep thinking about the story you are reading, the pattern, and what would make sense as an ending because readers read quickly by noticing and using patterns as they read. |
| **Active Involvement:** (2-3 minutes)With another big book, the teacher will read the first page to the students then ask partners to discuss what they think the pattern is and read the next page on their own. After that, the teacher turns the page to see if they guessed the right pattern. Students share out with they class about the pattern that they found with their partner. |
| **Link:** Send students off with a purpose (1-2 minutes)Today and everyday when you read and notice a pattern in the book you will be able to read it faster because readers read quickly by noticing and using patterns as they read. Off you go! |

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| **Unit 3 Mini-Lesson 10** |  |

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| **Unit of Study:** | *Readers use their superpowers* |
| **Goal:** | Readers Use Many Super Powers All At Once |
| **Teaching point:** | ***Readers make predictions by thinking about what is going to happen next*** |
| **Text:** | *Unfamiliar simple pattern books with a story line that can be predicted (eg. “The tree house”, “Is your mama a Llama?”)*  |
| **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:*** *(1-2 minutes)*Yesterday when we read, we learned to notice and use patterns when reading our books. Noticing patterns is a SUPER POWER that helps us know how the story goes. Readers think about the way the story goes and make predictions about what is going to happen next, then turn the page and check. A prediction is when you guess what is going to happen next. It is a guess based on what you know and think, but it doesn’t have to be right. Sometimes your predictions will be right but sometimes they will be wrong. Predictions help us think about what is happening and what will happen next in the story” Readers make predictions by thinking about what is going to happen next |
| ***Teach: Demonstration***Watch me. I’m going to open my book and read a few pages. (Teacher opens the book and reads first two pages, then models thinking aloud about the pattern in the book and how to use it with illustrations to make predictions on what will happen next. Then the teacher turns the page and reads the page. To check if prediction was right or wrong.) Teacher comments: “Oh! I need to change what I thought was happening to what I just learned from reading those pages. Did you see how I made my **prediction** and then I checked it with the story? Are you ready to practice with me? |
| ***Active Involvement:*** *(2-3 minutes)Whole Group activity*Let’s read this page together. (Teacher reads to the class and states her/his prediction to what will happen next) Remember students to think about what will happen next. (Have partner A turns and asks partner B What do you think is going to happen next? Let’s read together and check. After the partners have a discussion about their predictions, have them show thumbs up if your prediction was right. (Repeat with another page). |
| ***Link:*** *(1-2 minutes)*Today and everyday when you read and notice how the book goes you make a prediction, and then you read on to check your prediction. Now you’re going to choose a book from your book box, read a few pages, then stop, think and make a prediction, then read on to check. Remember to think about how the story goes.Readers make predictions by thinking about what is going to happen next. |
| **Unit 3 Kinder Mini Lesson 11** |

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| **Unit of Study:** | *Readers use their superpowers* |
| **Goal:** | *Readers Practice to Perform Our Super Powers* |
| **Teaching point:** | ***Readers sound better when they read by re-reading their books*** |
| **Text:** | *Familiar texts* |
| **Standard:** | K.RF.4 Read emergent-reader text with purpose and understandingK.RL.10 Actively engage in group reading activities with purpose and understanding. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  (1-2 minutes)We have been reading a lot of books. Many of them are our favorites. Today I want to teach you about how you can get ready to share your book and powers with others. Readers reread books again and again, and get better and better at reading them each time. |
| **Teach:** guided practiceLet’s practice together. Let’s read this page together. (class chorally reads). That’s was OK. Let’s try it again, so we sound like we’re talking. (class chorally reads) Did you hear the difference? Didn’t we sound smother and more beautiful? Remember that you are not reading with a robot voice you are supposed to read and the words should sound like you are talking. Let’s practice some more. (repeat with few more pages) |
| **Active Involvement:** (2-3 minutes)Students practice with their partners rereading one page three times. Then switch partner who is listening and who is reading. |
| **Link:** (1-2 minutes)Remember, every time you reread a book, you’ll sound better and better.Today and everyday reread your books 3 or 4 times and see how you are sounding more like talking. |

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| **Unit 3 Mini-Lesson 12** |

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| **Unit of Study:** | Readers use their superpowers |
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| **Goal:** | Readers Practice to Perform Our Super Powers |
| **Teaching point:** | ***Readers think about the feelings in a story by making sure their voice matches.*** |
| **Text:** | Text that has been read previously. |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding.K.RF.4 Read emergent-reader texts with purpose and understanding |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *(1-2 minutes)*We have been working on how to share our books and use our superpowers while we read. Great readers make sure that their voices match what is happening in the story. Today I am going to teach you that if the story is happy, our reading voice is happy; if our story is sad, our reading voice is sad. (Have teaching point with sad and happy face to refer to). Readers think about the feelings in a story by making sure their voice matches. |
| ***Teach:*** *Demonstration*Great readers make sure that their voices match what is happening in the story. Listen while I read a page of this book.. The character on this page is happy because when you look at him, his face is smiling. I just used more than one superpower! Listen carefully to my voice to see if it matches the page. (Teacher reads in a sad voice) That didn’t match! I talked in a sad voice but the character was happy. Hmmm, that didn’t match the picture at all. I’m going to read that again. (Teacher re-reads the same page in a happy voice) That sounds much better when I match my voice to how the character is feeling. Now my voice matches what is happening on the page because readers think about the feelings in a story by making sure their voice matches. |
| ***Active Involvement:*** *Students partner share or make a plan in their mind(2-3 minutes)*Now we are going to practice one more time. I want to make sure that my voice matches what is happening on the page. This time I want you to listen to my voice and put you thumbs up if my voice matches what’s happening on that page. If it doesn’t match the page give me a thumbs to the side**. (**Teacher does this with a few pages to see if the students understand the concept.) Wow, the character was sad on this page because\_\_\_\_\_\_\_\_\_\_ happened and I saw that Lucy put up her thumb because I said it in a sad voice. Good job! Remember that readers think about the feelings in a story by making sure their voice matches. |
| ***Link:***  *Send students off with a purpose(1-2 minutes)*Great readers can read making sure that our voices match what is happening in the story. Now when you go off to read you are going to think about the feelings in a story by making sure their voice matches. Off you go! |

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| **Unit 3 Mini Lesson 13** |

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| **Unit of Study:** | Readers use their superpowers |
| **Goal:** | Readers Practice to Perform Our Super Powers |
| **Teaching point:** | ***Readers sound like storytellers by going back and rereading with expression****.*  |
| **Text:** | Text that has been read previously. |
| **Standard:** | K.RF.4 Read emergent-reader text with purpose and understanding. |

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| **Mini Lesson:** (7-10 minutes total) |
| **Connection:** Yesterday we practiced how to match our voice with what is happening on the page. We are going to continue to learn how we can share our books and powers with others. Super readers make sure that when we read our reading sounds like talking. This strategy is going to help us when we share our books.  |
| **Teach:** DemonstrationSuper readers make sure that when we read our reading sounds like talking. Watch me! I am going to read a page of this book. Listen carefully to my voice as I read this the page. (Teacher reads in a monotone voice) Whoa! That didn’t sound like I was talking. I never talk like that. I’m going to read that again. (Teacher re-reads the same page in a talking voice) Hmm…that sounds much better. Now my voice sounds like I am talking. Super readers make sure that our reading sounds like talking. |
| **Active Involvement:** Super readers make sure that our reading sounds like talking. Now we are going to practice one more time. I want to make sure that I am reading in a talking voice. Can you guys help me because I still need help? When my reading sounds like talking I want you to give me a silent cheer. (Or whatever you use in your classroom) (Teacher reads one page monotone voice and then one in a talking voice.) |
| **Link:** Super readers make sure that our reading sounds like talking. Now you are going to read with a partner. Make sure as you are reading that our reading sounds like talking.  |

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| **Unit 3: Mini-Lesson 14** |

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| **Unit of Study:** | Readers use their superpowers |
| **Goal:** | Readers Practice to Perform Our Super Powers |
| **Teaching point:** | ***Readers read together by combining their “super powers”*** |
| **Text:** | Use a patterned text |
| **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.a. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).b. Continue a conversation through multiple exchanges |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection**: How this fits in with what we’ve been doing (1-2 minutes)You have been practicing using your superpowers to read. (Refer to chart listing all the superpowers). I have noticed you using your superpowers to read. Now we will combine forces, by reading to a partner. Readers combine their superpowers when they read with a partner. |
| **Teach: Demonstration**Today I want to teach you how we can practice our reading by reading to a friend. Super readers try to read so a friend who is listening can really understand and feel the story. Our friend can give us tips on how to read it better and with more feeling.Here are some friendly and respectful ways of helping our super reader friends.I have an idea, why don’t you ……I like the way you……….., now let’s try this……………How did the character feel?(teacher made chart with some responses students can say) Readers combine their superpowers when they read with a partner. |
| **Active Involvement:** Students partner share (2-3 minutes)Now it’s your turn to use your superpowers with a friend. Partner A will read their book first, while partner B listens and thinks about what is read. Remember to use the friendly and respectful ways to help your partner. Now partner B tell your partner something that will make the reading super powerful. Now we will do the same thing but partner A will listen and partner B will read.(Listen in and teacher shares an example of a student doing this well.) |
| **Link:** Send students off with a purpose (1-2 minutes)Now you are going to head off and use this strategy while you are reading your own books with your partner. Remember, readers combine their superpowers when they read with a partner. |

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| **Unit 3 Mini-Lesson 15** |  |

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| **Unit of Study:** | Unit 3 “Readers Use All Our Powers to Actually Read” |
| **Goal:** | Readers Practice to Perform Our Super Powers |
| **Teaching point:** | ***Readers can be teachers by helping our partners to use their superpowers!*** |
| **Text:** | Use cumulative chart of reading “super powers” *Students bring books to the floor)* |
| **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. a. Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).b. Continue a conversation through multiple exchanges |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *How this fits in with what we’ve been doing**(1-2 minutes)*Readers, for the last month we've been learning about all the superpowers we use as readers. (Reference charts of all superpower strategies we have learned.) This week we learned how to use these superpowers while we read with our partners. Today, we are going to learn how to help our partners use their superpowers when they get stuck. Readers can be teachers by helping our partners to use their superpowers! |
| ***Teach:*** **Guided Practice**- Lots of times when we read with our partners, our partner gets stuck. Readers can be teachers by helping our partners to use their superpowers!We can help our partners by using our superpowers chart to remind us of the strategies that might help. (*Reference chart again*.) When we help our partners, we need to remember to be super nice like super heroes. We are going to practice that together today. I am going to read some of our book (insert title). I am going to make a mistake just like your partner might. When I make a mistake, you'll notice me stop and try to figure it out. Give me a second and then say, "Hmmmmm... Why don't you try a super power strategy!". Then I will ask you for more help if I need it. Let's practice saying that first. (Have kids repeat: "Hmmmmm... Why don't you try a super power strategy!") Now we will practice helping our partners to use their superpowers. I will be the reader and you can all be my partner.)(Read a bit and make a mistake. Kids will say: "Hmmmmm... Why don't you try a super power strategy!" Respond by choosing and using a strategy. Repeat this a second time with a new mistake, but ask for help picking which super power strategy to use.)Thanks so much for helping me! You proved that readers can be teachers by helping our partners to use their superpowers! |
| ***Active Involvement:***  *Students partner share or make a plan in their mind (2-3 minutes)*Now it's you turn to practice being teachers by helping our partners to use their superpowers! Working with your partner, take turns reading. Partner A will read for a bit. If he makes a mistake, partner B can be a teacher by helping your partner to use their superpowers! After a bit I will have you switch and then Partner B can help Partner A. |
| ***Link:***  *Send students off with a purpose(1-2 minutes)* Remember when you are reading with your partner that you can be a teacher by helping your partner to use their superpowers! |