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*Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books*

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| Grade K Reading Unit 4 Study Planning Template | Dates  Dec 3-19 & Jan 8-18 |

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| Unit: 4 | Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about 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 can be swept along by patterns in our books* * *Readers use patterns to figure out tricky parts of the book* * *We can dramatize and make our books come alive* * *Readers can “see through” the pattern to figure out what the book is really about* |

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| Essential Questions:  *(These should be aligned with Goals.)* | *How can readers use patterns to help us:*   * *read books?* * *talk about books?* * *understand books?* |

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| Standards: | LITERATURE  K.RL.1 With prompting and support, ask and answer questions about key   details in a text.  K. RL.2 With prompting and support, retell familiar stories, including key details  K.RL.4 Ask and answer 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.  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 (e.g., what person, place, thing, or idea in the text an illustration depicts).  K.RI.10 Actively engage in group reading activities with purpose and understanding.  FOUNDATIONAL SKILLS  K.RF.1 Demonstrate understanding of the organization and basic features   of print:  a. follow words from left to right, top to bottom, and page by page.  b. recognize that spoken words are represented in written language  by specific sequences of letters.  c. understand that words are separated by spaces in print.  K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Recognize and produce rhyming words.   K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  c. Read common high-frequency words by sight (e.g. *the, of, to, you, she, my, is, are, do,   does)*  K.RF.4 Read emergent-reader texts with purpose and understanding  SPEAKING AND LISTENING  K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly. |

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| Key Vocabulary: | * change (change in the pattern) * clue * match * pattern * predict/prediction * repeat/repetition * rhyme/rhyming (In English) |

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| Anchor Texts: | * Wright Group Sunshine emergent pattern books * Pattern books * “Brown Bear” * “No, David!” * “Have you seen my cat?” |

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| Other Resources: | * Small copies of patterned big books * Sentence strips * Highlighting tape |

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

Unit of Study at a Glance Planner

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| **Unit 4:** Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books | | | |
| **GOAL:**  Readers can be swept along with patterns in our books (Patterns in books help us read!) P.58-61 | **GOAL:**  Readers use the patterns to figure out the tricky parts of the books (P.61-63) | **GOAL:**  We can dramatize to make our books come alive (Reading, singing, and acting books out support fluency) P.63 | **GOAL:**  Readers can “see through” the pattern to figure out what the book is REALLY about (P.65) |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers get ready to read by looking for clues. (P.58)   K.RML.4-1   * Readers study patterns in the story by pointing to the pictures and noticing the changes to help us read the words on the page.   K.RML.4-2   * Readers notice when words repeat in their books by looking at the pictures. (P.58)   K.RML.4-3   * Readers match the words they say to the words on the page by listening to how a story sounds. (repeat, rhyme, rhythm) (P.58)   K.RML.4-4   * Readers figure out tricky words by using beginning sounds. (P.60)   K.RML.4-5   * Readers match words to print by pointing under each word while reading.(P.62)   K.RML.4-6 | * Readers read books by matching pictures to letters and words. (P.62)   K.RML.4-7   * Readers who are stuck think about the tricky parts by rereading the patterned sentences. (P.62)   K.RML.4-8   * Readers figure out the tricky part at the end of the book by using multiple superpowers. (P.61)   K.RML.4-9   * Readers figure out the tricky part at the end by using a lot of strategies. (P.62)   K.RML.4-10 | * Readers sound better and better by rereading (P.63)   K.RML.4-11   * Partners practice their fluency by reading together and match their voices. (P.63)   K.RML.4-12   * Partners can read together and make their books come alive by acting like the characters. (P.63)   K.RML.4-13 | * Readers make predictions about the story by thinking how the title, pictures and words all go together. (P.65)   K.RML.4-14   * Readers make sure that the story makes sense by looking across all the pages. (P.65-66, 72)   K.RML.4-15   * Readers can use all of the parts of the book together to understand the story better. (P.65)   K.RML.4-16   * Readers know what their book is about by thinking about it when they are finished reading. (P.65)   K.RML.4-17   * Readers can help their partners read by looking at patterns and talking about them. (P.66)   K.RML.4-18   * Readers think about the stories their partners are reading by asking questions. (P.66)   K.RML.4-19 |

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| **WORKSHOP CALENDAR FOR:** | | Kindergarten | **Dates** | December 3rd-19th and January 9th- 18th |
| **Unit of Study:** | *#4 Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books* | | | |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 12/3  **Readers get ready to read by looking for clues.  *(P.58)*** *(Introduce this in Shared reading before teaching this lesson)* **K.RML.4-1**  Los lectores buscan pistas para ayudarse a leer. | * 12/4   **Readers study patterns in the story by pointing to the pictures and noticing the changes to help us read the words on the page. *(P.58)*  K.RML.4-2**  Los lectores usan las ilustraciones para notar los cambios en la historia que les ayudan a leer las palabras. | 12/5  **Readers notice when words repeat in their books by looking at the pictures. (P.58) K.RML.4-3**  Los lectores usan las ilustraciones para notar palabras que se repiten. | 12/6  **Readers match the words they say to the words on the page by listening to how a story sounds** ***(P.58)*** *(Introduce rhythm in Shared reading before teaching this lesson)*  **K.RML.4-4**  Los lectores piensan en cómo suena la historia para conectar las palabras en la página. | 12/7  ***Readers figure out tricky words by using beginning sounds.(P.60)*  K.RML.4-5**  Los lectores usan el sonido inicial para descifrar palabras difíciles. |
| 12/10  **Readers match words to print by pointing under each word while reading. *(P.62)*  K.RML.4-6**  Los lectores conectan las palabras escritas con su voz apuntando debajo de cada palabra mientras leen. | 12/11  **Readers read books by matching pictures to letters and words**. ***(P.62)*  K.RML.4-7**  Los lectores leen sus libros conectando las ilustraciones con las letras y palabras. | 12/12  **Readers who are stuck, think about the tricky parts by rereading the patterned sentences.** ***(P.62)*** **K.RML.4-8**  Cuando los lectores tienen problemas con palabras difíciles, vuelven a leer los patrones en las oraciones. | 12/13  **Readers figure out the tricky part at the end of the book by using multiple super powers**. ***(P.61)*  K.RML.4-9**  Los lectores averiguan las partes difíciles al final de un libro usando múltiples super- poderes. | 12/14  **Readers figure out the tricky parts at the end by using a lot of strategies.  *(P.62)*  K.RML.4-10**  Los lectores averiguan las partes difíciles usando múltiples estrategias. |
| 12/17  **Readers sound better and better by rereading**  ***(P.63)*** **K.RML.4-11**  Los lectores suenan mejor cuando vuelven a leer. | 11/18  **Partners practice their fluency by reading together and matching their voices.** ***(P.63)*  K.RML.4-12**  Los compañeros de lectura practican su fluidez leyendo juntos al mismo tiempo. | 12/19  **Partners can read together and make their books come alive by acting like the characters *(P.64)* K.RML.4-13** *(Pre-teach “quotation marks”)*  Los compañeros pueden leer juntos y hacer que sus personajes suenen reales ; trayendo sus personajes a la vida. | 12/20  *NO SCHOOL FURLOUGH DAY* | 12/21  NO SCHOOL FURLOUGH DAY |
| 1/7  NO SCHOOL | 1/8  NO SCHOOL FURLOUGH DAY | 1/9  ***“Choose your mini-lesson” Day*** | 1/10  **Readers make predictions about the story by thinking how the title, the pictures, and the words all go together  *(P.65)*  K.RML.4-14**  Los lectores hacen predicciones sobre la historia cuando piensan en como el título, las ilustraciones y las palabras van juntos. | 1/11  **Readers make sure the book makes sense by looking across all pages. (P.65-55,72)**  **K.RML.4-15**  Los lectores se aseguran que la historia tiene sentido observando todas las páginas. |
| 1/14  **Readers can use all of the parts of the book together to understand the story better. *(P.65)*** **K.RML.4-16**  Los lectores usan todas las partes del libro para entender la historia. | 1/15  **Readers know what their book is about by thinking about it when they are finished reading** ***(P.65)*  K.RML.4-17**  Los lectores piensan de qué se trata su libro cuando terminan de leerlo. | 1/16  **Readers can help their partners read by looking at patterns and talking about them**. ***(P.66)*  K.RML.4-18**  *Los lectores ayudan a sus compañeros a leer, observando los patrones y hablando de ellos.* | 1/17  **Readers think about the stories their partners are reading by asking questions. *(P.66)***  **K.RML.4-19**  *Los lectores piensan sobre los cuentos que sus compañeros están leyendo y hacen preguntas.* | 1/18  ***Celebration`*** |
| 1/21  NO SCHOOL MLK | 1/22 | 1/23 | 1/24 | 1/25 |
| 1/28  NO SCHOOL, WORK DAY | 1/29 | 1/30 | 1/31 | 2/1 |

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| **Unit 4 Mini Lesson 1** | **K.RML.4-1** |

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| **Unit of Study:** | Readers Study Patterns in Big Books and little books to help us read and talk about book |
| **Goal** | Readers can be swept along with patterns in our books (patterns in books help us read) |
| **Teaching point:** | Readers get ready to read by looking for clues. (pg. 58)  Los lectores se preparan para leer buscando pistas. |
| **Catchy Phrase** |  |
| **Text:** | Familiar pattern book (example: “Gingerbread man”) |
| **Chart** |  |
| **Standard:** | 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.  K.RF.4 Read emergent-reader texts with purpose and understanding.  (for informational texts standards are: K.RI.7 and K.RI.10) |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  We have been talking about how one of the super powers we use is to notice patterns in the books that we read (refer to the superpower chart). We have been reading and rereading our books. We can remember how these books go because we have read them a lot. Today I am going to show you how to get ready to read your book. Good readers use clues to get ready to read their books. |
| **Teach:**  Demonstration  I am going to show you some clues that you can use to help you get ready to read.(Teacher shares chart already prepared):   * We check the pictures and the cover. (Vemos las ilustraciones y la portada.) * We try to remember characters. (Nos acordarmos de los personajes.) * We think about how the story goes.(Pensamos en como va la historia.)   Readers use all of these clues to get ready to read.  Watch me! I am going to do all of these steps before I read my book. (Teacher models with a familiar book using fingers to number off the steps.) |
| **Active Involvement:**  (Students read their books on the carpet. Teacher goes through list of clues with students one by one.)  Readers use all of these clues to get ready to read. We are going to practice together. I want you to take your book and check the pictures and the cover. (students practice on their own book) Now I want you to try to remember the characters in your book. (Students practice) Now, let’s think about how the book will go. (Students practice). |
| **Link:**  Good readers use clues to get ready to read their books today and every day. Today before you start to read I want you to: check the pictures and the cover, try to remember the characters, and think about how the book will go. |
| **Mid-Workshop Teaching Point:**  (Teacher could highlight a student who is using clues to get ready to read.) |
| **Share:** Choose a student to share how he/she was able touse the new superpower to read. |

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| **Unit 4 Mini Lesson 2** | **K.RML.4-2** |

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| **Unit of Study:** | Readers Study Patterns in Big Books and little books to help us read and talk about book |
| **Goal** | Readers can be swept along with patterns in our books (patterns in books help us read) |
| **Teaching point:** | Readers study patterns in the story by pointing to the pictures and noticing the changes to help us read the words on the page. (pg. 58)  Los lectores usan las ilustraciones para notar los cambios en la historia que les ayudan a leer las palabras. |
| **Catchy Phrase** |  |
| **Text:** | A book with simple, repeating patterned text.  (“Look!” by Cindy Chapman – High-Frequency readers books by Scholastic)(In Spanish you could use “Los Gatos”and/or ¡Mira! |
| **Chart** |  |
| **Standard:** | K.RF.1 Demonstrate understanding of the organization and basic features   of print:  a. follow words from left to right, top to bottom, and page by page.  c. understand that words are separated by spaces in print.  K.RL.10 Actively engage in group reading activities with purpose and   understanding.  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). |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  Yesterday, we learned a few clues we can use when we get ready to read books: looking at the pictures, remembering the characters, and thinking how the story will go. (Teacher refers to chart from the previous lessons). When we read our books, we can notice the parts that repeat over and over. These are called patterns. Readers look at the pictures and notice what repeats AND what **CHANGES**. Readers study patterns in the story by pointing to the pictures and noticing the changes to help us read the words on the page. |
| **Teach:** Demonstration (5-6 minutes)  Watch how I can use the pictures to help me find the parts that repeat in my book.  I see how dogs and a boy (the same object/person) are on every page. (teacher thinks aloud through the pages 2-4) Watch how I can use the pictures to help me find the parts that **CHANGE** in my book (teacher looks through the same pages 2-4). I see that on this page the dogs are in the tub, but on this page they are in the garden, and here they are in the truck!  I noticed that the part that repeats on every page is the dogs, and the part that changes is where the dogs are! I think about where the dogs are and that helps me to read the new word on each page. Readers study patterns in the story by pointing to the pictures and noticing the changes to help us read the words on the page. |
| **Active Involvement:**  **(**Use pages 5-7 from the same books)  Now, it’s your turn to practice looking at the pictures and noticing things that repeat and things that change on every page. In this book we already know that dogs repeat on every page that I read. As I turn the pages, I want you to tell your partner what repeats on your pages. What pictures stay the same? What words do you think we will find on these pages? (after showing each page) Turn and tell your partner about what stayed the same on these pages.  (Partners turn and talk. Listen in to conversations, and call students back together. Teachers call on a student to see if he/she found a repeating word that is supported by the pictures.)  This time as I turn the pages, I want you to tell your partner what **CHANGES** in the picture on your pages. What words do you think we will find on these pages? (after showing each page) Turn and tell your partner about what changed on these pages.  Readers study patterns in the story by pointing to the pictures and noticing the changes to help us read the words on the page.  (If the children say a wrong word, but it makes sense, just correct them, do not spend too much time on this at this point) |
| **Link:**  As you read today and every day, remember that looking at the pictures and noticing things that change helps us read the words on the page. Off you go! Readers study patterns in the story by pointing to the pictures and noticing the changes to help us read the words on the page. |
| **Mid Workshop Teaching Point**:  Highlight student who is using teaching point correctly. |

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| **Unit 4 Mini Lesson 3** | **K.RML.4-3** |

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| **Unit of Study:** | Readers Study Patterns in Big Books and little books to help us read and talk about book. |
| **Goal** | Readers can be swept along with patterns in our books (patterns in books help us read) |
| **Teaching point:** | Readers notice when words repeat in their book by looking at the pictures. (Pg. 58)  Los lectores usan las ilustraciones para notar palabras que se repiten. |
| **Catchy Phrase** | Readers use the pictures to notice words that repeat in their book*.* |
| **Text:** | 2 books with simple, repeating patterned text, one that is well known to students and one that is not known. |
| **Chart** |  |
| **Standard:** | K.RF.1 Demonstrate understanding of the organization and basic features   of print:  a. follow words from left to right, top to bottom, and page by page.  c. understand that words are separated by spaces in print.  K.RL.10 Actively engage in group reading activities with purpose and   understanding.  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). |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *Yesterday, we learned about a few clues we can use when reading books we’ve already read. When we think about how our books go, we see how the pattern helps us know what will happen in the story. (refer to chart from lesson one). When we read our books, we can notice the parts that repeat over and over by using the pictures. Readers use the pictures to notice words that repeat in their book.* |
| ***Teach:*** *Demonstration (5-6 minutes)*  *Watch how I can use the pictures to help me find the parts that repeat in my book (show text).* *I see how \_\_\_\_, \_\_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_ (the same object/person) are on every page. Wow! I bet that I will find the word \_\_\_\_\_\_ on every page too! (Model checking each page for the word). When I look at the pictures that repeat, I can find words that repeat in my book too! Readers use the pictures to notice words that repeat in their book. (Have students repeat the Catchy phrase).* |
| ***Active Involvement:*** *Teacher shows new text with repeating patterns.*  *Now it’s your turn to practice looking at the pictures to think about words that could repeat on every page. As I turn the pages, I want you to think about what you see on each page. What pictures stay the same? What words do you think we will find on these pages? (after showing several pages) Turn and tell your partner about what stayed the same on these pages.*  *(Partners turn and talk. Listen in to conversations, and call students back together. Teachers call on a student to see if he/she found a repeating word that is supported by the pictures.)*  *We saw \_\_\_\_\_\_\_\_\_repeating on each page, so (student’s name) thought we would find the word \_\_\_\_\_\_\_\_ , and here it is!* |
| ***Link:***  *By looking at the pictures that repeat, readers can notice the words that repeat too. Today and every day, you will use this new clue to help you look for words that repeat in your books. You can use the pictures to notice what stays the same in your book. This will help you find the words that stay the same too.* Readers notice when words repeat in their book by looking at the pictures. |
| **Mid Workshop Teaching Point:** Highlight student who is using teaching point correctly. |

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| **Unit 4 Mini Lesson 4** | **K.RML.4-4** |

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| **Unit of Study:** | Readers Study Patterns in Big Books and little books to help us read and talk about book. |
| **Goal** | Readers can be swept along with patterns in our books (patterns in books help us read) |
| **Teaching point:** | Readers match the words they say to the words on the page by listening to how a story sounds (repeat, rhyme, and rhythm) (pg 58).  Los lectores piensan en cómo suena la historia para conectar las palabras en la página. (pg.58)  Читатели думают о том, как звучит книжка, чтобы подобрать нужные слова к картинкам. |
| **Catchy Phrases:** | Does it repeat? Does it rhyme? Does it have a rhythm?  Есть ли здесь повторение? Есть ли здесь рифма? Есть ли здесь ритм?  ¿Se repite? ¿Rima? ¿Tiene ritmo? |
| **Text:** | “Brown Bear, Brown Bear” by Eric Carle (big book and a copy for each students or pairs of students) |
| **Chart:** |  |
| **Standard:** | K.RF.1 Demonstrate understanding of the organization and basic features   of print:  a. follow words from left to right, top to bottom, and page by page.  b. recognize that spoken words are represented in written language  by specific sequences of letters.  c. understand that words are separated by spaces in print.  K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Recognize and produce rhyming words. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  We learned how to point to the words and the pictures in our books to figure out what changes in the story and how that helps us read the words on the page. Today, I want to teach you that readers listen for how our stories sound. (Big graphic of an ear). Readers match the words they say to the words on the page by listening how a story sounds. Many books have parts that repeat, parts that rhyme, and parts that have a rhythm. It helps us read and enjoy our stories, when we listen to how our stories sound. |
| **Teach:** Demonstration (5-6 minutes)  Today, we are going to listen how the book sounds when we read it out loud. This will help us to match the words we say to the words on the page. To know how our books sound, there are three questions we need to ask: (put these clues on a chart).   * Does it repeat? (¿Se repite? * Does it rhyme? (¿Rima?) * Does it have a rhythm?” (¿Tiene ritmo?)   I am going to read (selected book) and ask myself these questions.  “Read a few pages, stop, and think out loud, “Does it repeat?” (Respond by reading the parts that repeat again).  Read a few pages, stop, and think out loud, “Does it rhyme?” (Respond with an example from the book).  Read a few pages, stop, and think out loud, “Does it have a rhythm?” (Respond with an example from the book, modeling with a shaker or clapping).  Now, I know how my book should sound and I will go back and read it again using my finger to point to make sure that what I’m saying matches to the words on the page. (Teacher models pointing, stopping several times and checking if the word on the page is the one that was said)  Readers match the words they say to the words on the page by listening how a story sounds. |
| **Active Involvement:**  Open your copy of the “Brown Bear” book. Let’s read it together. Get your finger ready and point as we read. (Lead the class in reading aloud. Stop several times and ask children to check the word). Wow! We were reading so well, because we know how our book should sound and we matched the words we said with the words on the page! |
| **Link:**  It is your turn to read your books out loud and think about how it sounds. Make sure that what you say matches to the words on your page. Readers match the words they say to the words on the page by listening about how a story sounds. |
| **Mid Workshop Teaching Point**:  Find students, who are pointing, making sure that what they say matches to the words on the page. |

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| **Unit 4 Mini Lesson 5** | **K.RML.4-5** |

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| **Unit of Study:** | Readers Study Patterns in Big Books and little books to help us read and talk about book. |
| **Goal:** | Readers can be swept along with patterns in our books (patterns in books help us read) |
| **Teaching point:** | Readers figure out tricky words by using beginning sounds. Los lectores usan el sonido inicial para descifrar palabras difíciles.  Читатели используют начальную букву, чтобы прочитать трудное слово. |
| **Catchy Phrase:** |  |
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| **Text:** | Unfamiliar Pattern book with selected words covered ahead of time |
| **Chart:** |  |
| **Standards:** | 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.   K.RF.4 Read emergent-reader texts with purpose and understanding. |

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| **Mini Lesson:  (**7-10 minutes total) |
| ***Connection:***  *Readers, we have been working on looking through our books to see how they are going to sound.  Today, we are going to see what to do when we come to a “tricky” (hard) word that we don’t know.  When we come to a word we can’t figure out we can use the beginning sound in the word to help us read it.  (get your mouth ready you could also point to your chart)* |
| ***Teach:*** *Demonstration*  (Teacher begins to model reading the new pattern book, finds a “tricky” word and stops).  Look readers, I am stuck on this word. I am going to try and read this tricky word by looking at the beginning letter and getting my mouth ready to read the word. Show the students how to get their mouth ready to read the word.  Model a few more times. |
| **Active Involvement:**  (2-3 minutes)  Now we are all going to practice figuring out tricky words by using beginning sounds of the word. (getting our mouth ready).  Partners A will read the next page in this book and figure out the tricky word by … (let the students join in) **USING** the **BEGINNING SOUND**! (Partners A has a turn. Teacher asks 1 student how did he figure out this word)  Partners B will read the next page in this book and figure out the tricky word by … (let the students join in) **USING** the **BEGINNING SOUND**! (Partners B has a turn. Teacher asks 1 student how did she figure out this word) |
| **Link:** (1-2 minutes)  Readers today and every day during reading time make sure you are looking at the **BEGINNING** letter and getting your mouth ready to figure out tricky words.  **Mid Workshop Teaching Point:**  MWTP: Readers make predictions by using patterns, while they read.  MWTP: Читатели используют повторяющиеся слова, чтобы предположить, что   может случиться в рассказе.  Readers, I see how you are all getting your mouths ready to read the word.  Another thing we can do to figure out words is to make a **prediction** or a **guess** about what is going to happen next.  When we do that is gets us thinking about what the words on the next page might be.  Then we check the **BEGINNING** letter to make sure our **prediction** was correct. While you continue reading try to make some predictions about what is going to happen next. |

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| **Unit 4 Mini Lesson 6** | **K.RML.4-6** |

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| **Unit of Study:** | #4**:** Readers study patterns in big and little books to help us read and talk about books. |
| **Goal:** | Readers can be swept along with patterns in our books |
| **Teaching point:** | Readers match words to print by pointing under each word while reading. Los lectores conectan las palabras escritas con su voz apuntando debajo de cada palabra mientras leen. |
| **Catchy phrase**: | “We point, point, we always point”  “Apuntamos, apuntamos, siempre apuntamos. |
| **Text:** | Familiar shared reading pattern book where pattern breaks with different number of words, each student should have a copy of the same book. |
| **Chart:** |  |
| **Standard:** | K.RF.1 Demonstrate understanding of the organization and basic features of print.  a. Follow words from left to right, top to bottom, and page by page.  b. Recognize that spoken words are represented in written language by specific sequences of letters.  c. Understand that words are separated by spaces in print. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:** (1-2 minutes)  Readers, one of our superpowers is to point under each word as we read. Today I want to teach you that readers continue to point under each word, even when they know the pattern by heart. Pointing helps us to make sure that we are not skipping any words by accident, and it can help us when we get to a tricky part. If we’re pointing to each word, we will know if it is a long or short work, and also know if it is one word or more that we need to figure out.  Let’s practice saying this to help us remember to point to each word, “We point, point, we always point!” (students repeat) |
| **Teach:** Demonstration (5-6 minutes)  Teacher picks a book and says: I am going to read this book to you, I know this book already …! (Choose a book such as Brown Bear, Brown Bear, a text that the students would know very well.)  Start reading the book omitting a word and also miss-reading a word as you are not pointing to each word. Choose a place in the book where there is a challenging word. E.g.: ‘I see a yellow fish’ instead of ‘Gold fish’.  Teacher says: Oh I am realizing that I miss-read some words and I also forgot a word while I was reading. I was not pointing to each word; I forgot to point, point, to always point…!  Teacher says: “Readers always point when they read. Watch me and see how my pointing will help me figure out the tricky parts in this book.”  (Model reading at least 2 pages with pointing, and then continue the pattern and pointing. Show how there is extra or not enough words on the tricky page) Because I was pointing, this time I was able to notice that this page was different! There are more (less) words than in the pattern.  Pointing helps us to make sure that we are not skipping any words by accident, and it can help us when we get to a tricky part. If we’re pointing, we’ll know if it is one word or several words that we need to figure out. Therefore, READERS ALWAYS POINT! Say it with me… (the students repeat) “We point, point, we always point.” |
| **Active Involvement:** (2-3 minutes)  Take out your books. What do readers do? [Readers point, point, and always point!] Let’s read together and POINT while we read. (students read chorally) |
| **Link:** (1-2 minutes)  Now students, remember that today and everyday when you are reading remember that readers always point to the words on each page. Because we point, point, we always point.” |
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| **Unit 4 Mini Lesson 7** | **K.RML.4-7** |

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| **Unit of Study:** | #4 Readers  study patterns in big and little books to help us read and talk about books. |
| **Goal:** | Readers use the patterns to figure out tricky parts of the books. |
| **Teaching point:** | Readers read books by matching pictures to letters and words  Los lectores leen conectando las ilustraciones con las letras y palabras.  Читатели проверяют соответствуют ли буквы и слова картинкам, чтобы читать книги. |
| **Catchy Phrase:** | *Does that make sense? Does that sound right? Did I look closely at the word?*  *Имеет ли это смысл? Звучит ли это правильно? Посмотрел ли я внимательно на слово?*  *¿Tiene sentido? ¿Suena bien? ¿Revisé las palabras?* |
| **Text:** | Unfamiliar shared reading pattern book (cover up a word on each page) (examples: “Plop!” (story box), “My cats.” (High-frequency readers) |
| **Chart:** |  |
| **Standard:** | K.RL.7    With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  K.RF.1    Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific   sequences of letters.   K.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:** (1-2 minutes)  Readers, we have been using lots of strategies to read our books. Yesterday, we pointed to each word to make sure that the words match to the print in our books. Today we will match pictures to letters and words. We will ask ourselves 3 questions: (write them on a chart)   * Does that make sense here? * Does that sound right in this book? * Did I look closely at the word? |
| **Teach:**    (5-6 minutes)  Readers can use the picture, the pattern, and the beginning letters to figure out the tricky parts in our books. Once we make a guess at a tricky word, we can check to see if we were right by asking 3 questions:   * Does that make sense here?   I just read that a dog went to the park but when I look at the picture, it is actually a cat that went to the park. We need to make sure that the picture matches what we read and if it makes sense.   * Does that sound right in this book? I found out that the pattern is \_\_\_\_\_\_ went to the park. But I just read that \_\_\_\_\_\_ went to the store. That doesn’t sound right because in the book, the animals aren’t going to the store but the park in every page of the book. * Did I look closely at the word? Look at this page, I read that the \_\_bunny\_\_ went to the park but it is a tricky word that I need to look at. I see that the 1st letter is actually a ‘r’ and bunny starts with ‘b’ so I need to use my beginning letter sounds./r/ rrrrrr doesn’t sound like /b/ bbbbb so now I try to think what the word could be. Ah! It’s rabbit! Make sure to look closely at the words that you are reading.   (Teacher models reading a few pages, holds up a finger for each question and has students repeat after her. Teacher makes a guess at the covered word, then checks by looking at the beginning letter and asking the 3 questions) Remember to ask yourself these 3 questions when you come to a tricky word in your books. |
| **Active Involvement:**   (2-3 minutes) (Teacher turns to another page in the book) Now, partner A will read next page to partner B, and partner B will ask the 3 questions to check if it makes sense. Then we’ll switch on the next page.(Students repeat with the 3 questions holding up their fingers) |
| **Link:** (1-2 minutes) Now you are going to be reading your books to your partners. Remember to match pictures to letters and words and when you make your guess at the tricky words, you ask 3 questions … (students chorally state the 3 questions again) |

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| **U****nit 4 Lesson 8** | **K.RML.4-8** |

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| **Unit of Study:** | Readers study patterns in big books and little books to help us read and talk about books |
| **Goal:** | Readers use the patterns to figure out the tricky parts of the book |
| **Teaching point:** | Readers who are stuck, think about the tricky parts by rereading the patterned sentences.  Cuando los lectores tienen problemas con palabras difíciles vuelven a leer los patrones en las oraciones |
| **Catchy phrase:** | “Don’t give up when you are stuck, reread”,  “Si tienes problemas no te des por vencido, vuelve a leer” |
| **Text:** | Unfamiliar shared reading pattern book which has misleading pictures e.g. the picture is a bird but the word is nest.  (example: “Dogs” –high frequency reader) |
| **Chart:** |  |
| **Standard:** | K.RL.4 Ask and answer questions about unknown words in a text.  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)  Readers we have been learning many strategies that we can use to help us become better readers. One of the things we learned was how to match the pictures to the letters and the words that we are reading.  Today we are going to learn what to do when we get stuck on tricky parts in our books. Here’s one superpower we can use. It helps to go back a page or two to reread. We read the words as smoothly as we can and if we need to hear the patterned sentences again, we reread and don’t give up. |
| **Teach:** Demonstration (5-6 minutes)    Watch what I do when I get stuck on a tricky part. The teacher reads a few pages and gets to a point where a picture misleads the reader. The teacher stops reading and says, “I am stuck. I am going to go back a couple of pages and read the pattern sentence again. To help me with this tricky part I have to remember to use one of my superpowers.  The teacher continues reading and models reading the patterned sentence. Have students repeat, “Don’t give up when you are stuck, reread.” Repeat activity with another page. |
| **Active Involvement:** (2-3 minutes)  Teacher models, with another patterned book, getting stuck on a difficult word. Turn to your partner we are going to practice reading the patterned sentence again so we can figure out the tricky word.  Talk to each other to see if you can figure out this tricky word. Remember ”Don’t give up when you are stuck, reread the patterned sentence again ”. |
| **Link:** (1-2 minutes)  Today and everyday you can reread the pattern sentence so to help your figure out the tricky words.  Now you are going to go off and read books from your book boxes (bags) and when you get stuck you ”Don’t give up when you are stuck, reread!!!” |

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| **Unit 4 Mini Lesson 9** | **K.RML.4-9** |

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| **Unit of Study:** | Readers study patterns in books |
| **Goal:** | Readers use patterns to figure out the tricky parts of the books. |
| **Teaching point:** | Readers figure out the tricky part at the end of the book by using multiple super powers.  Los lectores averiguan las partes difíciles al final de un libro usando multiples super poderes. |
| Catchy phrase: | Does that sound right? Does that make sense? What would the character be saying here? |
| **Text:** | Unfamiliar shared reading pattern book  (example: any High-frequency reader book, “The Band”) |
| **Chart:** |  |
| **Standard:** | K.RL.1 With prompting and support, ask and answer questions about key details in a text.  K.RL.4 Ask and answer questions about unknown words in a text.  K.RF.4 Read emergent-reader texts 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. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:** (1-2 minutes)  Remember that yesterday we learned how to figure out tricky parts by rereading the pattern sentence.  Today I want to teach you that we can use multiple superpowers to figure out the tricky part at the end of the book. |
| **Teach:**  Guided practice (5-6 minutes)  We have read books with pattern sentences before. Patterns sentences are easy to read, but sometimes authors trick us by changing the last page. Often that is the hardest page to read because the words may not follow the pattern we’ve gotten to know. These are some of the superpowers we could use; point to each word as you look at the initial letter of the word. Prepare your mouth to read the word. Look the picture as you read.  We have to think, “Hmm… ;   * Does that sound right? * Does that make sense? * What would the character be saying here?   to figure out the tricky part at the end.  (The teacher reads the book giving enough time to be able to figure out the pattern without reading the last page.]  “There are some different words here that I have not read before. I am going to use my superpowers to figure out what those words are.” The teacher models using all previously taught strategies to figure out the words on the last page (pointing to words, picture matching, thinking about the story, remembering the title of the book). |
| **Active Involvement:**  (2-3 minutes)  I want you to practice what we learned with a partner. We are going to read this pattern book and when we get to the last page you will work with your partner to use some superpowers to figure out the tricky words.  (Students chorally read the book to the end)  On the last page students turn to their partner to use their superpowers to figure out the tricky words .  Ask several students to share what strategy they used to figure out a word.  Remember to ask yourselves ; Does that sound right? Does that make sense? What would the character be saying here? |
| **Link:** (1-2 minutes)  Remember today and always you can use several superpowers at once to figure out a tricky word on the last page in a pattern book.  Now you are going to be reading your books to your partners. Remember to use the pattern to figure out the tricky part. What questions will you ask to check your guess? (Students should reply: Hmm… What would make sense? What would the character be saying here?) |

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| **Unit 4 Mini Lesson 10** | **K.RML.4-10** |

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| **Unit of Study:** | **K.RML.U4** Readers study patterns in books |
| **Goal:** | **Reader use the patterns to figure out the tricky parts of the books.** |
| **Teaching point:** | Readers figure out the tricky parts at the end by using a lot of strategies.  Los lectores averiguan las partes difíciles usando múltiples estrategias. |
| **Catchy Phrase:** |  |
| **Text:** | Use several books from previous lesson to review strategies used.(Mask parts that students will use during active involvement) |
| **Chart:** |  |
| **Standard:** | K.RL.1 With prompting and support, ask and answer questions about key details in a text.  K.RL.4 Ask and answer questions about unknown words in a text.  K.RF.4 Read emergent-reader texts 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. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:** (1-2 minutes)  Readers we have been using lots of strategies to figure out the tricky words in our books. Once we make a guess at a tricky word we can check to see if we were right. We can use the picture, the pattern and the beginning letters, and ask ourselves all three questions:   * Does that sound right? * Does that make sense? * What would the character be saying here? |
| **Teach:** (5-6 minutes)  Remember when we read this book.  (Teachers use a book from yesterday’s lesson and remind students about the strategy of asking the questions from the Connection.) Today I’m going to teach what you can do to solve those questions and figure out the tricky parts in the book. Remember how we have been using all of your strategies (superpowers).  I could look at my chart and choose t to one of your strategies (superpower) on the chart.  (Teacher goes over and points to one of the strategies (superpowers) . For example the superpower is telling me that I can use the first letter of the word along with the illustration to figure out the meaning of the word. Asking the question Does it make sense?.  Another superpower that one could use is pointing to the patterns sentences. Asking the question Does that sound right?  For the third question point to the strategy where readers try to match the characters voice to understand better what the character is trying to say. (Remember you can use as many strategies as you want)  Today and every day when we are reading we need to continually ask ourselves all three questions and using our superpowers:   * Does that sound right? * Does that make sense? * What would the character be saying here? |
| **Active Involvement:** (2-3 minutes)  Have students chorally repeat the three questions. Then open a book to a masked part and have students turn to their partners. Have them ask the questions and try to figure out masked part. Repeat with partner B |
| **Link:** (1-2 minutes) Now you are going to go read your books. Remember when you are stuck you can ask yourself the three questions that we just learned.   * Does that sound right? * Does that make sense? * What would the character be saying here?   Repeat the three questions with the students. We have this chart with those questions to help remind you what to ask yourself when we get stuck on a tricky part. |

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| **Unit 4 Mini Lesson 1****1** | **K.RML.4-11** |

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| **Unit of Study:** | #4 Readers Study Patterns in big and little books to help us read and talk about books. |
| **Goal:** | We can dramatize to make our books come alive. |
| **Teaching point:** | Readers sound better and better by rereading  Los lectores vuelvan a leer para leer mejor cada vez.  Читатели перечитывают книги, чтобы звучать лучше и лучше. |
| **Text:** | Familiar Pattern Text |
| **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)  Readers, each one of you want to become the best reader you can be. One way to do that is by re-reading your book so that you sound better and better, and it makes it enjoyable for others to listen to you read. So In order to make the book enjoyable for others, readers reread their books again and again.  We’ll better understand what is going on in the story if we reread. Today we are going to practice the superpower of rereading because readers sound better and better by rereading. |
| **Teach:**  Explicitly telling & showing an example  Remember how we read \_\_\_\_\_\_\_\_\_\_\_ yesterday for the first time; and “by using lots of strategies, readers can figure out tricky words in a book”. We took our time and figured out all of the tricky words.  Then we knew how the story went, so, when we read it again, it sounded even better.  If we read it again today we will sound even better than yesterday because readers reread books again and again to sound even better. (Teacher reads the book allowing the children to chime in)  Teacher says: “Did you hear all the words? When I reread the book I was able to make sure that the words were all correct”.” Did you enjoy the story? Rereading the book again can remind me of the parts that I really enjoy and the ones that I thought were interesting”.  “Do you think you are ready to read this book to someone? If you are ready, we’ll practice with a partner to become a better reader because readers reread books again and again”. |
| **Active Involvement:** (2-3 minutes)  Now I want you to choose a book from your book box that you have read before and that is at your level.  Practice reading it a couple of times to yourself to make sure that you sound better and better each time you read.  (After students are done reading, have them read the book to a partner to show how they can sound better and better by rereading.)  I was walking around listening to people read and I noticed that students sounded better and better as they were re-reading their books.  Did you understand the book better now that you read it again?  Remember that readers sound better by rereading. |
| **Link:** (1-2 minutes)  Today and every day while you are reading make sure to reread your books and sound better and better each time you read! |

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| **Unit 4 Mini Lesson** **12** | **K.RML.4-12** |

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| **Unit of Study:** | #4 Readers Study Patterns in big and little books big and little books to help us read and talk about books. |
| **Goal:** | We can dramatize to make our books come alive. |
| **Teaching point:** | Partners practice their fluency by reading together and matching their voices.  Los compañeros de lectura practican su fluidez leyendo juntos al mismo tiempo.  Партнёры практикуются читать бегло, читая вместе слово в слово. |
| **Catchy phrase:** |  |
| **Text:** | Familiar Pattern Text Partners need to have copies of the same texts in their book bags. |
| **Chart:** |  |
| **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:**  “Remember yesterday?” “We practiced rereading our books because it made the reader sound better and better.” Today I have a fun way for us to practice this superpower with a partner!  We are going to reread our books making sure to match our voice with our partner so that we sound fluent. |
| **Teach:** Demonstration (example and non-example)  (Choose a student who can read a shared reading book with you.)  Today \_\_\_\_\_\_\_\_ and I are going to show you how we can reread a book together matching our voices to make sure we sound better and better.  (Read with the partner.  At first don’t read at the same pace and ask the students how it sounded.)  Did you understand what we were reading? That’s right, you were not able to understand us, because we didn’t read the same words at the same time, we didn’t MATCH our voices! “I was (too fast/slow)”, we did not match and we did not sound fluent.  Now we are going to try again. See if we are matching our voices this time.   (Then try again reading at the same time.)  Did you see how when we read the second time it sounded much better?  We made sure to match our voices so that we were reading the same word at the same time. I tried to stay with my partner, when they changed their voice; I changed mine too, to match them; so that it was also sounding fluent. |
| **Active Involvement:**  Now it is time for you to practice with your partner.  You will need to choose a book that you have read and practiced before. Now with a partner, you will practice reading the book together matching your voices so that you sound better and better. You will try to match your voices and be fluent. |
| **Link:**  Now remember, today and everyday, when you read with a partner make sure you are reading together and matching your voices to practice reading better and better. |

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| **Unit 4 Mi****ni Lesson 13** | **K.RML.4-13** |

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| **Unit of Study:** | Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books |
| **Goal:** | We can dramatize to make our books come alive: Reading, singing, and acting books out support fluency |
| **Teaching point *(Kid language!)*:** | Partners can read together and make their books come alive by acting like the characters.  Los compañeros pueden leer juntos actuando como los personajes para darle vida a sus libros. |
| **Catchy Phrase:** |  |
| **Text:** | Any patterned text in which there is a lot of characters dialogue. (i.e.: Spider, Spider, Stop, Are you My Mother?, Is your mama a Llama?) |
| **Chart:** |  |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and   understanding.  K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  *Readers, you know how we have been practicing our strategies to figure out tricky words and to be more fluent? Today we are going to make our reading come alive (be more exciting – real) by acting out the book with our partner. This is a lot like making a movie in our mind but this time we get to act it out with a partner.* |
| ***Teach:***  *Demonstration*  *Recently I saw a movie on TV and it was Franklin (or another character book your class is reading i.e. Clifford or Maisy.) He/she was a cartoon of some of our favorite books that we’ve been reading in class. It was like the stories were coming to life! Whoa! That made it so exciting! The characters moved and talked which made it more interesting. Wouldn’t you like to be one of those actors? Well, today you and your partner are going to bring to life one of your books by acting like the characters.*  *(Teacher will need to have practiced with a student partner beforehand) Watch while my partner and I act out the story. My partner is going to read the parts where someone is talking and I am going to read the rest. I am going make my voice and my actions (body) look like they are happening in the story. We use our body to show actions. (Model reading the story with your partner.)*  *Now we are going to practice making our books come alive by acting them out with our partners like the characters in our books.* |
| ***Active Involvement:***  *(2-3 minutes)*  *(This is a hard concept and books with characters are scarce so we will use the same book) I am going to flip through the pages of the book and you and your partner are going to act out that page. First you need to decide who will do the talking parts and who will read the rest.*  *Now here we go. I am going to turn the pages and you are going to make the book come alive (real) by acting it out with your partner.* |
| ***Link:***  *When we go off to read, remember that you can make your books come alive by acting them out with your partner. You can even act them out by yourself!* |

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| **Unit 4 Mini Lesso****n 14** | **K.RML.4-14** |

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| **Unit of Study:** | Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books |
| **Goal:** | Readers can “see through” the pattern to figure out what the book is REALLY about. (p. 65) |
| **Teaching point *(Kid language!)*:** | Readers make predictions about the story by thinking how the title, the pictures, and the words all go together (pg. 65)  Los lectores hacen predicciones sobre la historia pensando en como el título, las ilustraciones y las palabras van juntos.  Читатели делают предположения о книге, зная, что название, картинки и слова в книге соответствуют (подxодят) друг другу. |
| **Catchy Phrase:** |  |
| **Text:** | 2 different unfamiliar pattern books (one-for demo, and one – for kids’ practice)  Example: “Mrs. Wishy-Washy”, “At the Zoo”, “Lunch”, “Farm Concert”. |
| **Chart:** |  |
| **Standard:** | K.RL.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:***  Readers, we have been making predictions about the story by using the pictures. But we know that in books there are also words. We’ve noticed patterns in our books to help us read better. Our library has lots of books with patterns in them. There are two different types: ones that tell a story and the others are to learn something new. These are called information books. The title of the book, the pictures, and the words in the story all go together. When we do this, it helps us think about what is happening to “see through the pattern and figure out what is really going on. Today we are going to make predictions about the story thinking about how the TITLE, the PICTURES, and the WORDS all go together. |
| ***Teach:***  (Teacher shows students front cover and reads the title, looking through the pages, and thinking aloud.)  Let’s look at the cover and title. Does this book more like a story? Or more like an information book? The title of this book is \_\_\_\_\_\_\_\_\_\_\_. The cover picture and title make me think that it is a (story/information) book.  (Teacher opens the book and looks at some of the pages with the class while talking about what he/she sees.) The pictures in the book show \_\_\_\_\_\_\_\_. (Then she/he reads some of the text to the students) Some of the words I read were \_\_\_\_\_\_\_\_\_\_.  I’m predicting that this book might be about \_\_\_\_\_\_\_\_\_! When we do this, it helps us think about what is happening to “see through the pattern and figure out what is really going on.  Did you see how I made my predictions by using the TITLE, the PICTURES, and the WORDS? |
| ***Active Involvement:***  (Teacher uses another book, takes students through the same steps as in the demonstration. Allow them time to share with a partner each time and then to share out with the class.)  Did you see how the TITLE, the PICTURES, and the WORDS all go together?  Did you see how it helped you to make your predictions?  Remember that we are thinking about what is happening in the story by “seeing through” pattern to figure out what is really going on. Make sure to us the Title,Pictures and Words to make predictions about your book. |
| ***Link:***  Today and every day, before you start to read your NEW books, don’t forget to think about your book and make predictions, knowing that the TITLE, the PICTURES, and the WORDS all go together. |

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| **Un****it 4 Mini Lesson 15** | **K.RML.4-15** |

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| **Unit of Study:** | Readers study Patterns in Big Books and Little Books to Help Us Read and Talk about Books |
| **Goal:** | Readers can “see through” the pattern to figure out what the book is REALLY about. |
| **Teaching point *(Kid language!)*:** | Readers make sure that the story makes sense by looking across all of the pages.  Los lectores sea aseguran que la historia tiene sentido observando todas las paginas en el libro. |
| **Catchy Phrase:** |  |
| **Text:** | Little Red Hen, The Mitten |
| **Chart:** |  |
| **Standard:** | K.RL.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:***  Remember yesterday how we were working on making predictions about our stories by thinking about how the title, pictures, and words all go together? When we do this, we are “seeing through” the pattern and are able to figure out what is really going on in our books. Today we are going to look at books with characters that do things and say things “across the pages” (make a hand motion like an arch) As readers, we need to make sure that the story makes sense by looking across all of the pages. |
| ***Teach:***  Today, I will show you how readers make sense of their stories by looking across all of the pages. (Show them a book that you’ve read with them before.) Remember this book that we read class?  We can give ourselves a “story test” by asking three questions to make sense of it:   1. Does it have a character? Look to see if your character is a person or animal and what their names are. 2. Do they do something? Look to see if your character (give examples of what characters have done in book you’ve already read. i.e. David in David Goes to School doesn’t listen to his teacher because he wrote on his desk.) 3. Does it have a beginning, middle, and end? If yes, then it is probably a story, so we should read to find out what happens and how the characters feel.   We don’t just answer the questions by saying “Yup, character! Yup, they do something! Yup, story!” and toss the book aside. Instead we read them differently and pay close attention. We can do this by answering the questions with details. For example, we read thinking about what the characters might do next and keep track of main things that are happening. (Read the story to the children. Answer each question with the class about the book that you just read with them.)  Remember that readers make sure that the story makes sense by looking across all of the pages |
| *Active Involvement:*  Now we are going to practice with a partner by asking each other the 3 questions to make sure that the story makes sense by looking across all of the pages. These questions in the “story test” are:  1. Does it have a character?  2. Do they do something?  3. Does it have a beginning, middle, and end? If yes, then it is probably a story, so we should read to find out what happens and how the characters feel.  By asking these questions, we’ll better understand what is happening in the story across all of the pages. |
| (Send students off with their book bags to make sense of their books by looking across all pages.(1-2 minutes)  ***Link:***  Remember that every time you finish a book, that you need to give yourself the “story test” and ask 3 questions: 1.Does it have a character?  2. Do they do something?  3. Does it have a beginning, middle, and end?  Readers look across the pages, to better understand the characters and make sense of what is happening in the story. |

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| **Unit 4 Mini Le****sson 16** | **K.RML.4-16** |

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| **Unit of Study:** | Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books |
| **Goal:** | Readers can “see through” the pattern to figure out what the book is REALLY about. |
| **Teaching point *(Kid language!)*:** | Readers can use all of the parts of the book together to understand the story better. Los lectores usan todas las partes del libro para entender la historia. |
| **Catchy Phrase:** |  |
| **Text:** | Hop Jump by Ellen Stoll Walsh or a book that you haven’t read to the class. |
| **Chart:** |  |
| **Standard:** | K.RL.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:***  Readers, this week we’ve been learning to think about our books and how the parts of it help us to understand what is happening in the story. We have learned that the title, the pictures, and the words in the book go together. We also learned that readers think across all of the pages to make sure that our reading makes sense. You’re all becoming such great readers and learning so many useful strategies!  Today we will put all of this together to UNDERSTAND the story. In other words…  We will use: the title, the pictures, and the words all together to understand the story better.  (Teacher writes “title,” “pictures” and “words” on the board. Then he/she also draws a book cover and an example of each item. He/she can use a BIG book to show them what each of these items are.)  Remember that readers can use all parts of the book together to understand the story better. |
| ***Teach:***  Watch me as I show you how I can use all of the parts of the book Hop Jump together to help me understand the story better.  First I will look at the cover page and think about what this book might be about. (Teacher looks at the cover page and thinks out loud about the pictures that are on it. Then reads the title.) Okay boys and girls, I see two frogs jumping together on the front of the book. A little blue frog is sitting to the side, watching the other two frogs. Now I will read the title. It says, Hop Jump. I am thinking that this will be a story about frogs jumping together. Hopping is like a little jump and that is how frogs get around. I’m wondering if the blue frog is sad because he wants to play with the other two frogs.  (Next, think out loud while predicting what the words inside the book might say.)  Now, I’ll read my book and think about what I read. Watch me. (Teacher reads through the book, if you chose a long book, “read” the pictures). I read about the …. who …. (Teacher does very short retell of the story).  Did you see me reading the title and thinking what my book might be about, and then I read the book and tried to remember what I read? Now, I will use all that to help me understand the story.  (Teacher thinks aloud about title, pictures and words, and makes an inference and states what the book is about.)  Remember that readers use all parts of the book to understand the story better. These are they title, pictures and words. |
| ***Active Involvement:***  (Children should be seated with their partners, teacher may use the same book for students to practice)  It’s your turn to try doing this. First, Partner A will read the title and talk what the book might be about. Then, Partner A will read the book, look at the pictures, and after that Partner A will think what the book is about and share their thinking with their partner…  This time Partner B will do ALL these things. (repeat with partner B) |
| ***Link:***  Today and every day as you read books make sure that you use the title, pictures, and words to think and understand the story. |

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| **Unit 4 Mini Lesson 17** | **K.RML.4-17** |

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| **Unit of Study:** | Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books |
| **Goal:** | Readers Can “ See Through” the Pattern to Figure Out What the Book Is Really About |
| **Teaching point *(Kid language!)*:** | Readers know what their book is about by thinking about it when they are finished reading  *Los lectores piensan de qué se trata su libro cuando terminan de leerlo.* |
| **Catchy Phrase:** |  |
| **Text:** | Familiar Pattern Text – Little Brother by Joy Cowley  & Familiar story- Hop Jump by Ellen Stoll Walsh |
| **Chart(?):** |  |
| **Standard:** | K.RL.2 With prompting and support, identify the main topic and retell key details of a text.  K.RF.4 Read emergent-reader texts with purpose and understanding. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  *Yesterday we used all the parts that make up a book like: cover, pictures and words to help us know what the whole book was about.*  *Well today we are going to make sure that we think what our book is about every time we finish reading. When we finish reading a book we will think, “Is this a pattern book or a story book?” Then we will think about what the book was mostly about or what happened in the story.*  *Because, good readers* know what their book is about by thinking about it when they are finished reading*.* |
| ***Teach:***  *Watch me as I think about a book after I finish reading.*  *(Teacher reads a VERY familiar pattern book, Little Brother) Is this a pattern book or a story book? (This is a think aloud, students should not respond)*  *Hmm, It’s a pattern book! Now, what was the book mostly about?*  *Hmm, let me see this pattern book was mostly about a little brother and the things he does. He eats, drinks, splashes, laughs, climbs, falls and cries.*  *Did you see how I thought about what the pattern book was mostly about?*  *Remember, good readers* know what their book is about by thinking about it when they are finished reading.  Watch me again as I think about a book after I finish reading.  *(Teacher reads a portion of a VERY familiar story book, Hop Jump) Is this a pattern book or a story book?*  *Hmm, It’s a story book! (Teacher pretends to read the rest of the story)Now I finished reading my story book. I’m going to think about what happened in the story?*  *Hmm, let me see first Betsy seemed a little board to hop and jump. Then she began dancing. Next the frogs thought there was no room to dance. Then the frogs started to dance. Later a frog wanted to hop and the frogs told her there was no room to hop. Finally Betsy told the frogs that there was room to hop and dance.*  *Did you see how I thought about what happened in my story?*  *Remember, good readers* know what their book is about by thinking about it when they are finished reading. |
| ***Active Involvement:***  *Now, it’s your turn. (Teacher takes out same text as teach, Little Brother)First we read the book (Teacher reads book)Turn to your partner and tell them if this is a pattern book or a story book.*  *Great! I heard \_\_\_\_\_\_\_ say this is a pattern book! Yes, this is a Pattern book.*  *Now, turn to your partner and tell them “what was the book mostly about”?*  *Great! I heard \_\_\_\_\_\_\_ say this is about ….(Stress both the synthesis and the specific details)*  *You are doing such great work thinking about what the pattern book was about!*  *Remember, good readers* know what their book is about by thinking about it when they are finished reading.  ***(You can stop at this point if most of your kids are doing pattern books, or you can continue if appropriate. If you have a small group of kids reading story books you can do the second part as a strategy lesson with those students)***  *(Teacher takes out same text as teach, Hop Jump)First we read the book (Teacher pretends to read the familiar book) Turn to your partner and tell them if this is a pattern book or a story book.*  *Great! I heard \_\_\_\_\_\_\_ say this is a story book! Yes, this is a story book.*  *Now, turn to your partner and tell them “what happened in the story”?*  *Great! I heard \_\_\_\_\_\_\_ say first ….(Stress the words first, then, next, finally)*  *You are doing such great work thinking about what the book was about!*  *Remember, good readers* know what their book is about by thinking about it when they are finished reading |
| ***Link:***  *Today and every day when you read notice if you read a pattern book or a story book. Then after you finish reading remember to think about what happened.*  *Because, good readers* know what their book is about by thinking about it when they are finished reading.  *Off you go!* |
| ***Mid-Workshop Teaching Point:***  *Remember, good readers* know what their book is about by thinking about it when they are finished reading |
| ***Share: (the following share can be done whole class or in partners)***  *Boys and girls come to the rug and bring your book bags. Place your book bags in front of you. Take out one book that you would like to share and place it in front of you. When I call on you pick up your book and tell us if it was a pattern book or story book. Then tell us what the book was about. Because good readers* know what their book is about by thinking about it when they are finished reading |

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| **Unit 4 Min****i Lesson 18** | **K.RML.4-18** |

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| **Unit of Study:** | Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk about Books |
| **Goal:** | Readers can see through the pattern to figure out what the book is really about |
| **Teaching point *(Kid language!)*:** | Readers can help their partners read by looking at patterns and talking about them.  *Los lectores ayudan a sus compañeros a leer, observando los patrones y hablando de ellos.* |
| **Catchy Phrase:** |  |
| **Text:** | Familiar Pattern Text – Little Brother by Joy Cowley  & The Chocolate Cake by June Melser (or any other patterned big book that they’ve seen **many** times.) |
| **Chart(?):** |  |
| **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:***  Readers, I have been noticing that you’ve been doing a great job using everything you know to read your books. You are using your finger, getting your mouth ready, looking at the first and last sound and looking at the picture.  Well today you are going to learn another strategy you can use to read your books. Readers notice patterns in their books to help them read.  *We will use our partners to help us notice the patterns in our books. We will tell each other, when we notice the pattern then we will read them.*  *Because, good readers* can help their partners read by looking at patterns and talking about them. |
| ***Teach:***  *Watch me as I look for the pattern in our book. (Teacher takes out a very familiar pattern book, The Chocolate Cake).*  *OK, Here is my book. (Teacher opens up to page 2 +3). I notice both pages have the words “MMMMMMMMMM said \_\_\_\_\_\_\_\_\_\_\_” I see a pattern!!!! I wonder if the other pages will say that?*  *(Teacher opens up to page 4+5). I notice both pages have the words “MMMMMMMMMM said \_\_\_\_\_\_\_\_\_\_\_” The pattern is the same.*  *(Teacher opens up to page 6+7). I notice Page 6 has the same pattern, but page 7 is different! The pattern has ended.*  *(Teacher opens up to page 8).Yes, the pattern is gone here.*  *Now, I can use my pattern to read my book (Teacher reads book again stressing the pattern)*  *Remember, good readers* can help their partners read by looking at patterns and talking about them. |
| ***Active Involvement:***  *Now, it’s your turn. (Teacher takes out same text as teach, Little Brother and opens to page 2 +3). Turn your partner and tell them what pattern you notice.*  *Great work! I heard \_\_\_\_\_\_ say the pattern is the first word “he” is on both pages. Yes, the word“he” is in both pages.*  *(Teacher opens up to page 4+5). Turn your partner and tell them if the pattern continues.*  *Great work! I heard \_\_\_\_\_\_ say the pattern is the same. Each page has the word “he”. I even heard \_\_\_\_\_ say the pattern is “He” and what he is doing in the picture.*  *Let’s keep noticing if the pattern continues.*  *(Teacher opens up to page 6+7). Turn your partner and tell them if the pattern continues.*  *Great work! I heard \_\_\_\_\_\_ say the pattern is the same. Each page has the word “he”. I even heard \_\_\_\_\_ say the pattern is “He” and what he is doing in the picture. You are SO smart!*  *Let’s keep noticing if the pattern continues.*  *(Teacher opens up to page 8). Turn your partner and tell them if the pattern continues.*  *Great work! I heard \_\_\_\_\_\_ say the pattern is the same. Each page has the word “he”. I even heard \_\_\_\_\_ say the pattern is “He” and what he is doing in the picture. The pattern continued through the WHOLE book.*  *Remember, good readers* can help their partners read by looking at patterns and talking about them.  Now, *let’s use what we learned about the pattern in this book to read the book.*  *(Teacher and students read the book)* |
| ***Link:***  *Today and every day when you read books remember all the strategies you have to help you read. One of the ways to read a book is to notice if the book has a pattern. When you notice a pattern make sure to be aware if the pattern ends before the story does.*  *Remember, good readers* can help their partners read by looking at patterns and talking about them.  *Off you go!* |
| ***Mid-Workshop Teaching Point:***  Boys and girls are you noticing if the pattern stays the same through the whole book or if it stops. *Remember, good readers* can help their partners read by looking at patterns and talking about them. |
| ***Share:***  *Boys and girls come to the sharing rug with a book. Tell us what strategy you used to help you read. If you used the pattern, tell us if the pattern stayed the same of if it changed.*  *Remember, good readers* can help their partners read by looking at patterns and talking about them. |

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| **Unit 4 Mini Lesson 19** | **K.RML.4-19** |

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| **Unit of Study:** | Readers study patterns in big books and little books to help us read and talk about books |
| **Teaching point:** | Readers think about the stories their partners are reading by asking questions. |
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| **Text:** | Any familiar big book that is short and patterned |
| **Standard** | K.RL.1 With prompting and support, ask and answer questions about key details in a text. |

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| **Mini- Lesson: (**7-10 minutes total) |
| **Connection:**  Readers, remember yesterday when we talked about looking at patterns with your partners? I’ve been noticing that you’ve been practicing that with your reading partners, and that’s great because that’s what readers do! Today, I’m going to show you how readers think about their stories by asking question about what they read. Ask them ,  \* What is this book mostly about?  \*What else could be in this book?  (Write the teaching point on the white board.) |
| **Teach: Demonstration**-  “When partners read together, they ask questions about what they are reading. Watch me read a book. I will stop after reading three pages, and I want you to ask me, What is this book mostly about? or What else could be in this book? Then, I will tell you what I’m thinking.  (Teacher reads the book , stops, and directs students to ask, What is this book mostly about? or What else could be in this book? Then, the teacher models answering the question with, ”My book is about\_\_\_\_\_\_\_\_\_\_. This book could also have\_\_\_\_\_\_\_\_\_\_\_\_.” Teacher restates teaching point.) |
| **Active Involvement:**  Students get out their book bags, and practice with their partners. Partner A reads two to three pages, and then partner B asks, “What is your book mostly about? and/or What else could be in this book?” Then, partner A answers with the frame, “My book is about\_\_\_\_\_\_\_\_\_\_. and This book could also have\_\_\_\_\_\_\_\_\_\_\_\_.” Then they trade roles. Restate teaching point. |
| **Link:**  Readers, today and every day from now on, I want you to remember to think about your books as you ask your partners questions about what they are reading. Today’s questions were,: What is this book mostly about? and What else could be in this book? Everyone, say those with me.” Now off you go with your partners! |