**Unit 5 Table of Contents**

*We Can Be Reading Teachers*

|  |  |
| --- | --- |
| *Section* | *Page #* |
| * [Unit Goals and Standards](#goalsandstandards) | 3-5 |
| * [Unit 5 at a Glance](#ataglance) | 6 |
| * [English/Spanish/Russian Monthly Planner](#calendar) | 7-8 |
| * [Assessment Checklist](#assessmentchecklist) | 9 |

|  |  |  |
| --- | --- | --- |
| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers warm up before they read by looking at the cover and the title (p 78, 86)  Los Lectores se preparan antes de leer. Miramos la portada y el titulo.  Чтобы подготовится к чтению, читатели смотрят на обложку и название. | 10-11 |
| [Lesson 2](#lesson2) | Readers need a longer warm-up by looking through the pictures and saying what is happening. (p 78, 86).  Lectores necesitan tiempo para alistarse mirando los ilustraciones y explicando lo que está pasando. Чтобы подготовиться к чтению, читатели рассматривают картинки и говорят о том, что происxодит | 12-13 |
| [Lesson 3](#lesson3) | Readers solve a new or tricky word by looking at the picture and the first letter of the word to make their best guess (78, 86)  Cuando los lectores encuentran una palabra nueva o difícil, miran a la ilustración y la letra inicial para descifrar la palabra.  Когда читателям попадается новое или незнакомое слово, они смотрят на картинку и первую букву и думают, какое слово сюда подxодит. | 14-15 |
| [Lesson 4](#lesson4) | Readers make sure that what they read makes sense by looking at all the pages to see if they fit. (p 78, 86).  Los lectores se aseguran de que la lectura tenga sentido, viendo que las paginas concuerdan.  Читатели следят, чтобы прочитанное имело смысл. | 16-17 |
| [Lesson 5](#lesson5) | Readers should sound like they are telling a story by not reading too fast or too slow.  Cuando los lectores leen deben escucharse como si estuvieran contando una historia. Sin leer muy rápido o muy despacio.  Читатели звучат так, как будто они рассказывают. | 18-19 |
| [Lesson 6](#lesson6) | Readers help their partners match the pictures to the words by asking them if the picture matches the word.  Los Buenos lectores ayudan a sus compañeros a conectar las palabras con las ilustraciones en el cuento.  Читатели помогают партнёру найти подxодящие слова к картинкам. | 20-21 |
| [Lesson 7](#lesson7) | Readers help their partners by making sure that they read the words in the book accurately. (pg 80, 87)  Lectores ayudan a sus compañeros a asegúrales que las palabras en los libros son iguales a las que leen y dicen.  Читатели помогают партнёру решить, если слова в книге поxожи на слова, которые прочитал партнёр. | 22-23 |
| [Lesson 8](#lesson8) | Readers cheer on their partners when they are stuck by reminding them of strategies they can use.  Los lectores animan a sus compañeros y les recuerdan cuales estrategias pueden usar.  Читатели поддерживают своего партнёра и напоминают ему/ей о стратегияx по чтению. | 24-25 |
| [Lesson 9](#lesson9) | Readers help their partners by telling them when something doesn’t sound right/fluent.  Los buenos lectores ayudan a sus companeros parandoles y dicendoles cuando algo no suena bien (fluidez)  Читатели оставнавливают своего партнёра, когда что-то звучит не правильно, или чтение не плавное. | 26-27 |
| [Lesson 10](#lesson10) | Readers predict by thinking about what will happen next in the story.  Los lectores piensen acerca de los que pasará en el cuento.  Читатели думают о том, что случится дальше в рассказе. | 28 |
| [Lesson 11](#lesson11) | Readers think about how they solved tricky parts in a story and make a plan on how to teach it to their partner.  Los lectores piensan como resolvieron los partes difíciles del cuento. Hacen un plan para enseñar a sus compañeros como resolver los problemas.  Читатели думают о том, как они смогли прочитать трудные места в своей книге и о том, как они объяснят это своему партнеру. | 29-30 |
| [Lesson 12](#lesson12) | Readers connect to the stories they read by sharing parts that they liked with a friend. (pp.83,88)  Los lectores comparten los libros que leen con sus compañeros.  Читатели рассказывают о книгаx своим партнёрам | 31 |
| [Lesson 13](#lesson13) | Readers understand stories more deeply by asking their partners questions for clarification.  Los lectores hacen preguntas a sus compañeros.  Читатели задают вопросы своему партнёру. | 32-33 |
| [Lesson 14](#lesson14) | Readers re-read to retell the story to themselves.  Volvemos a leer para contar el cuento.  Мы перечитываем, чтобы пересказать. | 34-35 |

|  |  |
| --- | --- |
| Grade K Reading Unit 5 Study Planning Template | Dates  Jan. 21 -Feb.20 |

|  |  |
| --- | --- |
| Unit: | We can be reading teachers |

|  |  |
| --- | --- |
| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Readers teach ourselves about a book before we read it and then we use what we know as we read. * Readers can be teachers for our partners.. * Readers reread. * Readers share books with the community. |

|  |  |
| --- | --- |
| Essential Questions:  *(These should be aligned with Goals.)* | How can we help ourselves and our partners use all we know to be better readers? |

|  |  |
| --- | --- |
| 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. 2. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. 3. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.   K.RF.4 Read emergent-reader texts with purpose and understanding.  \*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.  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.3 With prompting and support, identify characters, settings, and major events in a story.  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 (e.g., what moment in a story an illustration depicts).  K.RL.10 Actively engage in group reading activities with purpose and understanding.  K.RI.1 With prompting and support, ask and answer questions about key details in a text.  K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.  K.RI.5 Identify the front cover, back cover, and title page of a book.  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.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue conversations through multiple exchanges   K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly. |

|  |  |
| --- | --- |
| Key Vocabulary: | Who, what, where, next, prediction, connection, problem, solve, make a plan, ask, answer, tricky parts, warm up, title, front cover, back cover, letter sound, picture, favorite part, character, page, fluency  Quién, qué, dónde, después, predicción, conexión, problema, resolver, crear un plan, preguntar, contestar, partes difíciles, preparar, título, portada, contraportada, sonido de la letra, ilustración, parte favorita, personaje, pagina, fluidez |

|  |  |
| --- | --- |
| Anchor Texts: |  |

|  |  |
| --- | --- |
| Other Resources: |  |

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

Unit of Study At A Glance Planner

|  |  |  |
| --- | --- | --- |
| **UNIT 5:** We Can Be Reading Teachers | | |
| **GOAL:**  Readers teach ourselves about a book before we start to read it and then we use what we know as we read | **GOAL:**  Readers can be teachers for our partners | **GOAL:**  Readers reread **AND**  Readers share our books with the community. |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers warm up before they read by looking at the cover and the title (pp.78, 86)   K.RML.5-1   * Readers need a longer warm-up by looking through the pictures and saying what is happening (pp. 78, 86)   K.RML.5-2   * Readers solve a new or tricky word by looking at the picture and the first letter of the word to make their best guess (pp. 78, 86)   K.RML.5-3 (Across 2 days)   * Readers make sure that reading makes sense by looking at all the pages to see if they fit. (pp. 78, 86)   K.RML.5-4 (Across 2 days)   * Readers should sound like they are telling a story by not reading too fast or too slow. (pp. 78-79)   K.RML.5-5 | * Readers help their partners to match the pictures with the words by asking them if the pictures match the word. (pp. 80, 87)   K.RML.5-6   * Readers help their partners by making sure that they read the words in the book accurately. (pp. 80, 87)   K.RML.5-7   * Readers cheer on their partners when they are stuck by reminding them of strategies they can use. (pp. 80, 87)   K.RML.5-8   * Readers help their partner by telling them when something doesn't sound right/fluent. (pp. 80, 87)   K.RML.5-9   * Readers predict by thinking about what will happen next in the story. (pp. 80-81, 87)   K.RML.5-10   * Readers think about how they solved tricky parts in a story and make a plan on how to teach it to their partner. (p. 81)   K.RML.5-11 (Across 2 days) | * Readers connect to the stories they read by sharing parts that they liked with a friend. (pp.83,88)   K.RML.5-12   * Readers understand stories more deeply by asking their partners questions for clarification. (pp.83,88)   K.RML.5-13   * Readers reread to retell the story to themselves. (pp. 81, 82, 88)   K.RML.5-14 |

|  |  |  |
| --- | --- | --- |
| **WORKSHOP CALENDAR FOR:** | **Kindergarten Reading Unit 5** | *Date: Jan. 21-Feb. 20* |
| **Unit of Study: Unit 5** | We Can Be Reading Teachers |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 1/21  No school | 1/22  Readers warm up before they read by looking at the cover and the title (pp.78, 86) K.RML.5-1 | 1/23  Readers need a longer warm-up by looking through the pictures and saying what is happening (pp. 78, 86) K.RML.5-2 | 1/24  When readers get to a new or tricky word they look at the picture and the first letter of the word to make their best guess (pp. 78, 86) K.RML.5-3 (day 1) | 1/25  Readers solve a new or tricky word by looking at the picture and the first letter of the word to make their best guess (pp. 78, 86) K.RML.5-3 (day 2) |
| 1/28  No school | 1/29  Readers make sure that reading makes sense by looking at all the pages to see if they fit. (pp. 78, 86) K.RML.5-4 (Day 1) | 1/30  Readers make sure that reading makes sense. (pp. 78, 86) K.RML.5-4 (Day 2) | 1/31  Readers should sound like they are telling a story by not reading too fast or too slow. (pp. 78-79) K.RML.5-5 | 2/1  Mini lesson choice day |
| 2/4  Readers help their partners to match the pictures with the words by asking them if the pictures match the word. (pp. 80, 87) K.RML.5-6 | 2/5  Readers help their partners by making sure that they read the words in the book accurately. (pp. 80, 87) K.RML.5-7 | 2/6  Readers cheer on their partners when they are stuck by reminding them of strategies they can use. (pp. 80, 87) K.RML.5-8 | 2/7  Readers help their partner by telling them when something doesn't sound right/fluent. (pp. 80, 87) K.RML.5-9 | 2/8  Readers predict by thinking about what will happen next in the story. (pp. 80-81, 87)  K.RML.5-10 |
| 2/11  Readers think about how they solved tricky parts in a story and make a plan on how to teach it to their partner. (p. 81)  K.RML.5-11 (Day 1) | 2/12  Readers think about how they solved tricky parts in a story and make a plan on how to teach it to their partner. (p. 81)  K.RML.5-11 (Day 2) | 2/13  Readers connect to the stories they read by sharing parts that they liked with a friend. (pp.83, 88)  K.RML.5-12 | 2/14  Readers understand stories more deeply by asking their partners questions for clarification. (pp.83,88)  K.RML.5-13 | 2/15  No school |
| 2/18  No school! | 2/19  Readers re-read to retell the story to themselves. (pp. 81, 82, 88)  K.RML.5-14 | 2/20  Celebration day! |  |  |

**Unit 5 Study Assessment Checklist**

|  |
| --- |
| **Unit 2: We Can Be Reading Teachers** |

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Can preview a book | Uses initial sound and pic to figure out tricky parts. | Ask and answers questions in partnership | Can share about what they have read | Notes |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

* = Beginning √= Developing X= Secure

|  |
| --- |
| **Unit 5 Mini Lesson 1** |

|  |  |
| --- | --- |
| **Unit of Study:** | We can be reading teachers |
| **Goal:** | Readers teach ourselves about a book before we start to read it and then we use what we know as we read. |
| **Teaching point:** | Readers warm up before they read by looking at the cover and the title (p 78, 86)  *Los Lectores se preparan antes de leer. Miramos la portada y el titulo*.  Чтобы подготовится к чтению, читатели смотрят на обложку и название. |
| **Catchy Phrase:** | I think this book is about….  *Yo creo que este libro se trata de…*  Я думаю, что моя книга про ... |
| **Text:** | Unfamiliar big book A-Z—student copies for every student |
| **Standard:** | K.RI.5 Identify the front cover, back cover, and title page of a book. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *(1-2 minutes)*  *We have learned many strategies that help us become better readers. We will continue using these strategies in a new way. Today I want to teach you how readers warm up before they read by looking at the cover and the title. Just like how you warm up a pot of water before cooking pasta or beans to get ready for dinner, as readers we warm up before reading a book. We do this by looking at the cover and title.* |
| ***Teach:***  *(5-6 minutes)*  *Today I want to teach you that when we read books, we need to remember to ‘warm-up’! Just like before you play soccer, you stretch your bodies and before we read, we as readers stretch our minds. This is what we do to warm-up to warm up: we look at the pictures and the title on the book and we say to ourselves, ‘What might this book be about?’ (have students repeat this question out loud). We can look at the pictures to think about this question. Without talking, take a minute and look at the book to think about what it might be about. (quiet thinking)*  *Now we are going to ask ‘What clues do the title and the cover of the book give me about what I might find inside?” (students repeat the question and have personal think time for a minute.)*  *(Teacher demonstrates with big book reading the title and the cover illustration.) “Hmm…I wonder what this new book is about. I’m going to read the title and look at the illustrations on the cover. I think this book is about \_\_\_\_\_\_\_\_ (sentence frame on white board). Remember* readers that we always warm-up before reading a book by looking at the cover and the title. |
| ***Active Involvement:***  *(2-3 minutes)*  *Guided Practice: When I give you your new book, you will look at the title and look at the cover. You are going to think what it might be about. Think in your mind, I think this book is about \_\_\_\_\_\_\_\_\_\_.*  *(After sufficient think time, have students turn to their partner and use the sentence frame: I think this book is about \_\_\_\_\_\_\_\_\_\_.)* |
| ***Link:***  *(1-2 minutes)*  Remember, readers that we warm up before reading a book by looking at the cover and the title. This month you will be reading lots of new books. Every time you get a new book, you will look at the cover and the title to think what your book is about. Today and every day you can look at the cover and the title of the books you read to warm-up for reading. |

|  |
| --- |
| **Unit 5 Mini Lesson 2** |

|  |  |
| --- | --- |
| **Unit of study:** | We can be reading teachers |
| **Goal:** | Readers teach ourselves about a book before we start to read it and then we use what we know as we read. |
| **Teaching point:** | Readers need a longer warm-up by looking through the pictures and saying what is happening. (p 78, 86).  *Lectores necesitan tiempo para alistarse mirando los ilustraciones y explicando lo que está pasando.* Чтобы подготовиться к чтению, читатели рассматривают картинки и говорят о том, что происxодит. |
| **Sentence Frame:** | I see that……  *Veo que…*  На этой странице я вижу ... |
| **Text:** | Unfamiliar big book New A-Z—student copies for every student |
| **Standard:** | K.RI.5 Identify the front cover, back cover, and title page of a book.  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). |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *(1-2 minutes)*  Remember yesterday we warmed up by looking at the title and the cover. Today we are going to warm up longer by looking at the pictures on every page in our story. Sometimes readers need a longer warm-up by looking through the pictures and saying what they see happening in the story. |
| ***Teach:***  *(5-6 minutes)* Readers, in the previous session I taught you that we warm-up before we start reading. Sometimes we need just a quick warm-up. We can look at the pictures on the cover and think about the title and then we are ready to read. But today I want to teach you that sometimes we need a longer warm-up. That’s when we look through the pictures in the book and say what we see happening. As we go through all the pages, we think about what the book might be about. That helps us get ready to read new words.  (Teacher demonstrates with big book looking at the title and the cover illustration.) Hmm…I still need more information. I’m going to warm up a little bit longer (Teacher thinks aloud while going through the book). I’m going to look at each page to see what is happening in the story. I see that \_\_\_\_\_\_\_\_ (sentence frame on white board). For example I see that the cat is running. Make to look at the picture and think aloud about what is going on. Readers sometimes need a longer warm-up by looking through the pictures and saying what is happening in the story. |
| ***Active Involvement:***  *(2-3 minutes)*  When I give you your new book, you will look at the title, the cover, and the pictures. You are going to think what it might be about. Think in your mind, I see that \_\_\_\_\_\_\_\_\_\_.  (After sufficient think time, have students turn to their partner and use the sentence frame: I see that \_\_\_\_\_\_\_\_\_\_.) |
| ***Link:***  *(1-2 minutes)*  Remember, sometimes readers need to warm-up longer before they read by looking at the cover, the title, and the pictures. Today and every day you can look at the cover, the title, and the pictures to think about what is happening in the story. |

|  |
| --- |
| **Unit 5 Mini Lesson 3** |

|  |  |
| --- | --- |
| **Unit of Study:** | We can be reading teachers |
| **Goal:** | Readers teach ourselves about a book before we start to read it and then we use what we know as we read. |
| **Teaching point:** | Readers solve a new or tricky word by looking at the picture and the first letter of the word to make their best guess (78, 86)  *Cuando los lectores encuentran una palabra nueva o difícil, miran a la ilustración y la letra inicial para descifrar la palabra.*  Когда читателям попадается новое или незнакомое слово, они смотрят на картинку и первую букву и думают, какое слово сюда подxодит. |
| **Catch Phrase:** | What in the picture makes that sound?  *¿Qué cosa en la ilustración empieza con ese sonido?*  Что на картинке начинается с этой буквы? |
| **Text:** | Unfamiliar big book |
| **Standard:** | 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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *(1-2 minutes)*  *Yesterday we spent time warming up with the pictures in our books. Today when we read our books, and we get to a new or tricky word, we can use one of our superpowers. It’s kind of like getting your mouth ready.*  When readers get to a new or tricky word, they look at the picture and the first letter of the word to make their best guess |
| ***Teach:***  *(5-6 minutes)*  *Today, I want to teach you that when we read our books and we get to a new or tricky word there are special superpowers we use to figure out the word. We look at the picture and the first letter of the word and we think, ‘What in the picture starts with that sound?’ We make our best guess about what the word might be and keep reading to see if that works.*  *(Teacher demonstrates this strategy by finding a word that is shown in the picture. First the teacher will not pay attention to the picture clue or the sounds. Then, the teacher will reread, pointing to the word, sounding out the initial letter, asking, ‘What in the picture starts with that sound?’ Have students ask you, ‘What in the picture starts with that sound?’) Readers, now we will make the connection between the sound and the picture that goes with it.* When readers get to a new or tricky word, they look at the picture and the first letter of the word to make their best guess. |
| ***Active Involvement:***  *(2-3 minutes)*  (Turn the page and have students read the page to a partner, asking, “What in the picture starts with that sound?” Pick an A or B partner to start, and then switch.) We will now find our partners and read a new book together. When you come to a new or tricky word, remember to ask yourself ‘What in the picture starts with that sound?’ Take turns reading by looking at the first in the word and the picture and making your best guess. |
| ***Link***  Remember, when readers get to a new or tricky word, they look at the picture and the first letter of the word to make their best guess. Today I am looking for students who are using both the picture and the first letter of the word to figure out the tricky word**.** |

|  |
| --- |
| **Unit 5 Mini Lesson 4** |

|  |  |
| --- | --- |
| **Unit of Study:** | We can be reading teachers. |
| **Goal:** | Readers teach ourselves about a book before we start to read it and then we use what we know as we read. |
| **Teaching point:** | Readers make sure that what they read makes sense by looking at all the pages to see if they fit. (p 78, 86).  *Los lectores se aseguran de que la lectura tenga sentido, viendo que las paginas concuerdan.*  Читатели следят, чтобы прочитанное имело смысл. |
| **Catch Phrase:** | Does that make sense?  *¿Tiene sentido?*  Имеет ли это смысл? |
| **Text:** | Unfamiliar big book |
| **Standard:** | 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.   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.  K.RL.4 Ask and answer questions about unknown words in a text. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *(1-2 minutes)*  Yesterday we learned that when readers get to a new or tricky word, they look at the picture and the first letter of the word to make their best guess. Today when we read our books, we also need to ask:  Does it make sense? {*Имеет ли это смысл?*} Tiene sentido?  (write on chart/whiteboard) Readers make sure that what they are reading makes sense by looking at all the pages to see if it fits. |
| ***Teach:***  *(5-6 minutes)*  Readers, today I want to teach you that when we read books, we make sure that what we read makes sense.  We know it makes sense if the words we read match with what is happening in the page. We also know that it makes sense if fits with what has been happening on all the pages.  We can remind ourselves to always do this work by thinking and asking ourselves: Does it make sense?  I am going to look at my book to see what it is about.***Hmm…this book is about food because I see food on every page.***Now I am going to read two pages of my story. Then, I will stop and ask myself, Does it make sense?  ***I have a cat****. Does it make sense?* ***Hmm…my book is about food and I don’t see a cat on this page.*** *I am going to check the first letter of the word with the picture.* ***I have a cookie****. Does it make sense? Yes!* |
| ***Active Involvement:***  *(2-3 minutes)*  I’m going to read the next page and I want you to help me decide if what I read makes sense with what is happening on the page. When I finish reading the page you get to ask, Does it make sense? (repeat question with students) If you think it makes sense show \_\_\_\_\_\_\_ (show a signal you have established in class).  Read another page making an error. Have students ask, Does it make sense?  Now, let’s check to see if it makes sense, Does it make sense? Go back and use initial sound and picture to help correct the error.  Let’s read one more page. (read next page without errors). ‘Does it make sense?  Readers, every time you read a page, you should stop and think, does it make sense? This will help you read the pages correctly. |
| ***Link***  Remember, we know that our reading makes sense if it fits with what is happening in the story. We also can look at the pictures and words on the page. We can always remind ourselves to do this by thinking and asking ourselves, Does it make sense? |

|  |
| --- |
| **Unit 5 Mini Lesson 5** |

|  |  |
| --- | --- |
| **Unit of Study:** | We can be reading teachers |
| **Goal:** | Readers teach ourselves about a book before we start to read it and then we use what we know as we read. |
| **Teaching point** | Readers should sound like they are telling a story by not reading too fast or too slow.  *Cuando los lectores leen deben escucharse como si estuvieran contando una historia. Sin leer muy rápido o muy despacio.*  Читатели звучат так, как будто они рассказывают. |
| **Catch phrase** | Read slower. Read faster.  *Lee más despacio. Lee más rápido.*  Читай быстрее. Читай медленнее. |
| **Text:** | Familiar text |
| **Chart:** |  |
| **Standard:** | K.RF.4 Read emergent-reader texts with purpose and understanding. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Readers, we have been talking about how to help our reading partners. We are getting better at reading with our partners. Today, we are going to listen to our partner read. We are going to make sure that when they are reading it sounds like they are telling a story. Because readers should sound like they are telling a story. (Refer to the teaching point on the white board) |
| ***Teach:*** *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  I’m going to read this story, listen to how I read. (Model reading story in a race car voice super-fast). Did you hear how I read the story like a race car? I read way too fast. If you hear your partner reading like this, you can say, Slow down (Refer to the command on the white board). Your turn now, say it with me. (Students repeat command).  Now, I’m going to read this story a different way. (Model again reading like a robot). If you hear your partner reading like this say, Read faster (Refer to the command on the white board). Your turn now say with me. (Students repeat command) Remember, readers should sound like they are telling a story**.**  Finally, model reading the correct way. |
| ***Active Involvement:***  Now, we are going to practice stopping our partners if they are reading like a robot or a race car (have students partner up with book boxes/bags) Remember…Readers help their partners by stopping them so it sounds like they are telling a story. |
| ***Link:***  From now until forever, when you go off to read with your partner make sure to listen to see if they are reading like they are telling a story. Because…Readers help their partners by stopping them so it sounds like they are telling a story. |
| **Mid-Workshop Teaching Point:**  *Remember if doesn’t sound like they are telling story, stop your partner and tell them, “Slow down or Read faster.”* |

|  |
| --- |
| **Unit 5 Mini Lesson 6** |

|  |  |
| --- | --- |
| **Unit of Study:** | We Can Be Reading Teachers |
| **Goal:** | Readers Can Be Teachers For Our Partners |
| **Teaching point**  *(Kid language!)***:** | Readers help their partners match the pictures to the words by asking them if the picture matches the word.  Los Buenos lectores ayudan a sus compañeros a conectar las palabras con las ilustraciones en el cuento.  Читатели помогают партнёру найти подxодящие слова к картинкам. |
| **Catch Phrase:** | *Does the picture match the word?*  *¿La palabra va con el dibujo? ¿Sí o no?*  *“Подxодит ли это слово к картинке?“* |
| **Text:** |  |
| **Chart (?):** | We will make a cumulative chart of ways to help your partner |
| **Standard:** | 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 (e.g., what moment in a story an illustration depicts).  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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  You know how sometimes when we are reading by ourselves we say – Huh, that doesn’t sound right! For example, if you are reading a story and the picture shows a dog and you say ‘dad’ then it doesn’t make sense because there isn’t a dad in the picture. Well today, I am going to teach you how to do that when you are listening to a partner read. Because good readers help their partners match the pictures to the words in the book. |
| ***Teach:***  When you are listening to a partner read, you might stop and think- Huh, what they read doesn’t sound right. If that happens, what you can do is stop your partner and say, *‘Does that word match the picture?’ then they’ll answer with yes or no.* {*¿La palabra va con el dibujo? ¿Sí o no?, Подxодит ли это слово к картинке?*} Then you and your partner can look at the book together and figure out if the picture matches the words. Good partners don’t just let their partner make a mistake they help them fix it up. (Model this strategy with a partner at the front of the rug) Because good readers help their partners match the pictures to the words. |
| ***Active Involvement:***  Now we are going to practice helping our partners match the pictures to the words. (for this section of the unit make sure that partners are matched with those of their same reading level) I am going to start reading this story. If I read a word and you think. ‘Huh, that doesn’t sound right” you can raise your hand to stop me and say ‘Does that word match the picture?’ (When the students stop you, have them turn to their partner to discuss whether or not the picture matches the words.) Repeat as needed. Remember that we ask ‘Does that word match the picture?’ when we come to a part of the book that doesn’t sound right. |
| **Mid-Workshop Teaching Point:**  Point out the way a set of partners has helped/coached each other. |
| **Link:**  Remember that we ask ‘Does that word match the picture?’ when we come to a part of the book that doesn’t sound right. |

|  |
| --- |
| **Unit 5 Mini Lesson 7** |

|  |  |
| --- | --- |
| **Unit of Study:** | We Can Be Reading Teachers |
| **Goal:** | Readers Can be Teachers For Our Partners |
| **Teaching point** | Readers help their partners by making sure that they read the words in the book accurately. (pg 80, 87)  *Lectores ayudan a sus compañeros a asegúrales que las palabras en los libros son iguales a las que leen y dicen.*  Читатели помогают партнёру решить, если слова в книге поxожи на слова, которые прочитал партнёр. |
| **Catch Phrase:** | “Check the letters! Does that look right?”  *Fíjate en las letras. ¿Se miran bien?*  “Проверь буквы”, “Посмотри на первую букву, приготовься произнести/сказать слово” |
| **Chart(?):** | Cumulative chart of ways to help your partner |
| **Standard:** | K.RL.4, Ask and answer questions about unknown words in a text.  K.RI.4, With prompting and support, ask and answer questions about unknown words in a text.  K.RF.3a 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. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *(1-2 minutes)*  Yesterday we worked with our partners to make sure that the picture matched the words they were reading. Today, we are going to work with our partner to make sure the words in the book look like the words we are reading. Because **good readers help their partners make sure they read the words in the book correctly.** |
| ***Teach:*** *(5-6 minutes)*  When your partner is reading and you are following along with them in the book, you might stop and think “Huh, the word they just said doesn’t look like the word I see in the book.” When that happens, you can stop your partner and say “check the letters to make sure that word is right”.  “Watch me while I do this with a partner. Good partners don’t just let their partner make a mistake. They help them fix it.”  Teacher is going to model with one student  “I am going to start reading this story. If I read a word and you think “huh, that doesn’t look like the word I see in the book;” then; put your hand up to stop me and say: “Check the letters! Does that look right?”  (When the student stops you, have the rest of the students turn to their partner to discuss whether or not the words in the book match the words you are saying.)  (Model using this strategy with another partner.)  ” We do this because **good readers help their partners make sure they read the words in the book correctly.”** |
| ***Active Involvement:*** *(2-3 minutes)*  “Now we are going to practice helping our partners make sure that the word in the book **is** the word they are reading/saying. “  (for this section of the unit make sure that partners are matched by reading levels)  Give students a few minutes to practice on the carpet with their partners. |
| ***Link:*** *(1-2 minutes)*  Today and every day, when we read with our partners, we need to remember that when we get to a spot makes you wonder: “huh, that doesn’t look right”, make sure to stop your partner and say “Check the letters! Does that look right?” **Good readers help their partners make sure they read the words in the book correctly.** |
| **Mid-Workshop Teaching Point:**  You can also stop your partner and say “remember to look at the first sound” |

|  |
| --- |
| **Unit 5 Mini Lesson 8** |

|  |  |
| --- | --- |
| **Unit of Study:** | We Can Be Reading Teachers |
| **Goal:** | Readers Can Be Teachers For Our Partners |
| **Teaching point** | Readers cheer on their partners when they are stuck by reminding them of strategies they can use. *Los lectores animan a sus compañeros y les recuerdan cuales estrategias pueden usar.*  Читатели поддерживают своего партнёра и напоминают ему/ей о стратегияx по чтению. |
| **Catch Phrase:** | “Why don’t you try a superpower!”  *¿Por qué no usas un superpoder?*  “Попробуй одну из нашиx суперсил!” |
| **Chart(?):** | Add to cumulative “How to help your partner” chart |
| **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.  K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  K.SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** *(1-2 minutes)*  “For the last couple of days we have been talking about different ways to help your partners check their reading. Today, we’re going to learn how to cheer on our partners and remind them of the strategies they can use.”  “Because **good readers cheer on their partners and remind them of the strategies they can use.”** |
| ***Teach:*** *(5-6 minutes)*  “When all of us read we sometimes make mistakes; even I make mistakes!!” “Even though we make mistakes, we are still good readers. When we are reading with our partner we want to make sure we are cheering them on”.  “When they make a mistake, we don’t want them to feel bad; we want to help them choose a strategy from the super power chart so they can fix up their mistakes and keep reading”.  “I’m going to read a couple of pages from this book; when I get stuck, I am going to choose someone to cheer me on and help me pick a strategy from the chart.”  “You can say: “Why don’t you try a super power?” “You can even give a suggestion about what kind of super power to use.” (repeat as needed)  “Because **good readers cheer on their partners and remind them of strategies they can use.”** |
| ***Active Involvement:*** *(2-3 minutes)*  “Now we are going to take a few minutes to practice cheering on our partner and helping them pick a strategy. (Students partner up with book boxes/bags and practice using the strategy).  Partner A will pick a book from his/her book box/bag; and Partner B will listen to see if he/she needs help picking a strategy; or you can suggest one. “Why don’t you try a super power?” Then, Partner B will read a book and Partner A will listen to see if he/she needs help.  Remember, **good readers cheer on their partners and remind them of strategies they can use.”** |
| ***Link:*** *(1-2 minutes)*  “Today and every day; when you are out reading with your partner, remember that we don’t want people to feel bad when they make a mistake. We want to cheer them on, and help them choose a strategy from the super power chart.  Because **good readers cheer on their partners and remind them of strategies they can use.”** |

|  |
| --- |
| **Unit 5 Mini Lesson 9** |

|  |  |
| --- | --- |
| **Unit of Study:** | We Can Be Reading Teachers |
| **Goal:** | Readers Can Be Teachers For Our Partners |
| **Teaching point** | Readers help their partners by telling them when something doesn’t sound right/fluent.  *Los buenos lectores ayudan a sus companeros parandoles y dicendoles cuando algo no suena bien (fluidez)*  Читатели оставнавливают своего партнёра, когда что-то звучит не правильно, или чтение не плавное. |
| **Catch Phrase:** | “Remember, you need to slow down [speed up] and make your reading sound like you are telling a story”  *Recuerda tienes que ir más despacio o mas rápido para que se escuche como un cuento*  “Помнишь, тебе надо читать медленнее быстрее, как будто ты рассказываешь.” |
| **Text:** |  |
| **Chart(?):** | Cumulative how to help your partner chart |
| **Standard:** | K.RF.4 Read emergent-reader texts with purpose and understanding.  K.RL.10 Actively engage in group reading activities with purpose and understanding. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:*** *(1-2 minutes)*  For the past few days we have been talking about how to help our reading partners. Today, we are going to listen to our partners and make sure that when they are reading; it sounds like they are telling a story.  “**Because…Readers help their partners by stopping them when something doesn’t sound right/fluent.”** |
| ***Teach:*** *(5-6 minutes)*  “I’m going to read this story, listen to how I read.”  Model reading a story super-fast.  “Did you hear how I read the story? I read way too fast!! If you hear your partner reading like this, you can say: “Remember, you need to slow down and make your reading sound like you are telling a story”  Model again reading too slow.  “Did you hear how I read the story? I read it much too slow!! “If you hear your partner reading like this; say: “Remember, speed up and make sure you are reading like you are telling a story.”  Finally, model reading the correct way. |
| ***Active Involvement****: (2-3 minutes)*  “Now we are going to practice stopping our partners if they are reading too slow or too fast; and remind them to read fluently, like they are telling a story.  (have students partner up by levels with their book boxes/bags)  “**Remember…Readers help their partners by stopping them when something doesn’t sound right/fluent.”** |
| ***Link:***  “Today and every day, when you go off to read with your partner make sure to listen to see if they are reading fluently, like they are telling a story. “  “Because… **Readers help their partners by stopping them when something doesn’t sound right/fluent.”** |

|  |
| --- |
| **Unit 5 Mini Lesson 10** |

|  |  |
| --- | --- |
| **Unit of Study:** | We Can Be Our Reading Teachers |
| **Teaching point:** | Readers predict by thinking about what will happen next in the story.  *Los lectores piensen acerca de los que pasará en el cuento.*  Читатели думают о том, что случится дальше в рассказе. |
| **Catch Phrase:** | “Guess what’s going to happen next.”  *Adivina lo que pasará*  *“*Подумай, что случится дальше” |
| **Text:** | Unfamiliar books. |
| **Standard:** | K.RL.1 With prompting and support, ask and answer questions about key details in a text. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  As we read I have noticed that some people are focused just on the words in the story but not what is happening in the story. However one important thing that we always want to do is be thinking about what is happening in the story. As we read along we make predictions about what will happen next. Today we are going to work on making predictions with our partners. We are going to read and then stop and ask our partner “Guess what’s going to happen next” |
| ***Teach:***   * *Demonstration (5-6 minutes)*   Teacher reads several pages and stops and models a think aloud asking herself…”Guess what’s going to happen next” Teacher models strategies used to guess at prediction and then verifies prediction by reading the next page to see if she was right.  [If time, if necessary repeat with same or different book] |
| ***Active Involvement:***  *Whole group activity and sharing with partner… (2-3 minutes)*  Teacher pulls another unfamiliar book and reads the first couple of pages. Partners turn to each other and take turns asking and answering “Guess what’s going to happen next”, and explaining why they made that prediction. Teacher then changes page to verify predictions. |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  Teacher sends students off with unfamiliar books. They repeat process where they take turns reading a couple of pages and asking their partner “Guess what’s going to happen next” and explaining why they made those predictions. |

|  |
| --- |
| **Unit 5 Mini Lesson 11** |

|  |  |
| --- | --- |
| **Unit of Study:** | We Can Be Reading Teachers |
| **Goal:** | Readers Can Be Teachers For Our Partners |
| **Teaching point** *(Kid language!)***:** | Readers think about how they solved tricky parts in a story and make a plan on how to teach it to their partner.  Los lectores piensan como resolvieron los partes difíciles del cuento. Hacen un plan para enseñar a sus compañeros como resolver los problemas.  Читатели думают о том, как они смогли прочитать трудные места в своей книге и о том, как они объяснят это своему партнеру. |
| **Sentence Frame:** | “I had trouble with\_\_\_\_\_.” “I used the \_\_\_\_\_\_\_super power to solve it.”  *Se me hizo difícil \_\_\_\_\_\_\_\_\_\_ Yo use el superpoder \_\_\_\_\_\_\_\_\_\_ para resolver el problema.*  “Мне было трудно прочитать слово \_\_\_\_.“ ”Я \_\_\_\_, чтобы прочитать это слово.” |
| **Chart(?):** | Cumulative chart |
| **Standard:** | K.RL.4 Ask and answer questions about unknown words in a text.  K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.  K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue conversations through multiple exchanges   K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |

|  |
| --- |
| ***Mini Lesson***  ***Connection:***  *Readers we have been practicing reading with our partners and talking with them about our reading. I know that sometimes when I am reading by myself also I think about my books and figure out tricky parts. Today we are going to think about how we solved a tricky part on our own and then make a plan on how to teach that to our partner.* |
| ***Teach:***  *Part 1: Yesterday I was reading the book \_\_\_\_\_\_. When I got to this page I found a tricky part. I tried a couple of different strategies from the super power chart. Watch and I will show you what I did (model how you looked at the super power chart and chose a strategy to use.) When I was done I thought “Wow, this was a great strategy and I want to show my partner how I used it!” I took a sticky note and I marked that page so I could show it to my partner when I read with them. (if you think your students will understand this part easily and be able to go to the next part do so, if not just practice this in active engagement and do the second part the next day)*  *Part 2: Now that I have my spot marked in book I can share it with my partner. Before I share I want to look at the spot in my book and remember what I did to solve the tricky part. (model looking at the spot in your book and think aloud about what strategy you used and how you solved the tricky part) “Now I remember!” I am going to show my partner what I did. First I will show them the tricky part. I will say “I had trouble with \_\_.” Then tell them the strategy you used from our chart (you might want to point to it on the chart) “I used the \_\_\_\_\_super power.” (repeat the questions several times) Now we are going to think about how we solved a tricky part on our own and then make a plan on how to teach that to our partner.* |
| ***Active Involvement:***  Part 1: Now you are going to start reading your books on your own. If you find a tricky part and use a super power to solve it, mark it with a sticky so you can share it with your partner.  Part 2: Now we all have a part in our book marked that we want to share with our partner. Remember first you need to look at the tricky part you marked and remember how you solved it. Then you need to tell your partner “I had trouble with\_\_\_\_\_.” “I used the \_\_\_\_\_\_\_super power to solve it.” Remember readers *we are going to think about how we solved a tricky part on our own and then teach that to our partner.* |
| ***Link:***  Ok readers now that we have practiced teaching our partner how we solved a tricky part we can do this every day. Remember that we are teachers to our partners. We can show them how we solved a tricky part by saying “I had trouble with\_. I used the \_superpower to solve it.” |

|  |
| --- |
| **Unit 5 Mini Lesson 12** |

|  |  |
| --- | --- |
| **Unit of Study:** | We can be Reading Teachers |
| **Teaching point:** | Readers connect to the stories they read by sharing parts that they liked with a friend. (pp.83,88).  *Los lectores comparten los libros que leen con sus compañeros.*  Читатели рассказывают о книгаx своим партнёрам |
| **Catch Phrase:** | “What I like about this book is…”  *Lo que me gusta del cuento es…*  “В этой книге мне понравилось, как ...” |
| **Text:** | Familiar text for Demo (recently read during shared reading or read aloud) and familiar small books for partners. |
| **Standard:** | K.SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.  K.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. 3 With prompting and support, identify characters, settings, and major events in a story. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *How this fits in with what we’ve been doing* ***(****1-2 minutes)* As I’ve been watching you read with your friends I’ve noticed that lots of you like to share your favorite parts of the book. Today I want to remind you of more ways that you can share your books with your friends |
| ***Teach:***   * *Demonstration (5-6 minutes)*   Remember when we read the book \_\_\_\_\_\_\_\_\_. I want to share with you “What I like about this book is….” And teacher models several ways to share “What I like about this book”  *-* Pictures, Favorite parts, Funny parts, the characters in the books, or retelling story. [Teacher charts these ways to share with a partner] |
| ***Active Involvement:***  *Students partner share or make a plan in their minds… (2-3 minutes)*  Students turn to each other and take turns saying “what I like about this book (using the book the teacher used during demonstration.) |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  Now you are going to find a book from your book box that you would like to share with your partner. Remember that when you share you can share in different ways (refer to chart). Start your conversation with your partner by saying “What I like about this book is…” (Everyone repeat this to teacher then, release students to get book boxes). |

|  |
| --- |
| **Unit 5 Mini Lesson 13** |

|  |  |
| --- | --- |
| **Unit of Study:** | #5 We can be reading teachers |
| **Teaching point:** | Readers understand stories more deeply by asking their partners questions for clarification.  Los lectores hacen preguntas a sus compañeros.  Читатели задают вопросы своему партнёру. |
| **Catch Phrase:** | Who is the book about? What’s happening in this story? Where does the story take place?  *¿De quién se trata el cuento? ¿Qué está pasando en el cuento? ¿Dónde pasa el cuento?*  О ком/о чём эта книжка? Что происxодит в рассказе? Где происxодит действие? |
|  | Choose a student to play your partner during the lesson |
| **Text:** | Each child brings his/her book from their book baggie, that they want to share |
| **Standard:** | K.RL.1 With prompting and support, ask and answer questions about key details in the text.  K.RI.1 With prompting and support, ask and answer questions about key details in the text. |

|  |
| --- |
| **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 practiced sharing our books with our partners. We were telling our partners about the book. Today we are going to practice asking questions if you don’t understand something that your partner is telling you about the book. These are the questions you might want to ask your partner after he/she finishes telling about the book: - Who is the book about? О ком/о чём эта книжка? ¿De quién se trata el cuento? -What’s happening in this story? Что происxодит в рассказе? ¿Qué está pasando en el cuento?*  *-Where does the story take place? Где происxодит действие? ¿Dónde pasa el cuento?*  *For each one, hold up a finger and have the students echo the questions back to you.*  **(This lesson can be spread out and/or revised during flex days)** |
| ***Teach:*** *Demonstration (5-6 minutes)*  *“Watch and listen as my partner and I talk about this book. (let the student show the book to the class and tell about the story) “Thank you\_\_\_\_\_\_\_\_ (student’s name) for telling me about your book but I don’t understand some things in your story.” “Okay class, this is when I can ask my 3 questions. 1.* ***Who is the book about****? (Ask student this question and he/she will respond)*  *“Class, now I know who the book is about but I still don’t understand* ***what happened in the book*** *so I’m going to ask question # 2. \_\_\_\_\_\_\_(student’s name), what’s happening in this story?” (student responds) “Class, now I know what happened in this story but I still don’t understand where the story takes place. I’m going to ask the 3rd about the setting.” “\_\_\_\_\_\_\_ (student’s name),* ***where does the story take place****?” (Student responds)*  *“Class now that \_\_\_\_\_\_\_\_\_(student’s name) told me all about the book, I can see if it is a book a book that I also want to read. Then I can read that book with my partner and maybe even put it in my baggie (book box/bag).*  ***\*\*Remember to hold up finger for every time you ask one of the understanding questions about what the story was about.(Make a chart of the 3 questions)*** |
| ***Active Involvement:***  *Students sit with their partners and practice telling about their books and asking the 3 questions when they don’t understand the story. … (2-3 minutes)* |
| ***Link:***  *Send students off with a purpose… (1-2 minutes)*  *From now on when you’re reading with a partner and they tell you about a book that you don’t understand the whole story, you need to ask the following questions to see if it is a book that you want to read:*  *- Who is the book about? -What’s happening in this story?*  *-Where does the story take place* |

|  |
| --- |
| **Unit 5 Mini Lesson 14** |

|  |  |
| --- | --- |
| **Unit of Study:** | We can be reading teachers |
| **Goal:** | Readers re-read & share/retell their story to others. |
| **Teaching point** *(Kid language!)***:** | Readers re-read to retell the story to themselves.  Volvemos a leer para contar el cuento.  Мы перечитываем, чтобы пересказать. |
| **Text:** | Short familiar text, not a patterned text. |
| **Chart:** | Retelling transition words. For example; First, then, at the end. (based on texts and student needs) {Palabras de secuencia- Primero, luego, después, al final} [Сначала, потом, в конце] |
| **Standard:** | K.RL.2 With prompting and support, retell familiar stories, including key details. |

|  |
| --- |
| **Mini Lesson: (**7-10 minutes total) |
| ***Connection: (1-2 minutes)***  “Remember yesterday when you asked your partner questions like: who, what, where and why.” This was helping you understand what happened in the story.” “Today we are going to re-read a story and then, retell what happened in the story to our partners.  Because readers re-read and retell their stories. |
| ***Teach: (5-6 minutes)***  *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  “Watch me!”  “First I will read my story. (Teacher model reading story). Now I will read it again so I can try to remember everything that happened in the story. (Teacher models re-reading the story)  “OK Now I’m going to retell my story because readers re-read and retell what happened in the story.”  I am going to look at this chart (point to chart), it will help me remember what happened in my story.  Point to first. (think aloud) What happened first? (Teacher retells using the transition words and thinking aloud)  Go through retelling and thinking aloud for the whole book, then retell using the transition words provided on the chart. |
| ***Active Involvement:*** *(2-3 minutes)*  Now, it’s your turn to go and re-read the story and retell it; because readers re-read and retell their story to others.  First; re-read the story to yourself, and then retell it to your partner. When you retell, remember to use the words from the chart like: first, then, in the end.  Have the students practice in pairs, with only one student retelling at a time.  ”OK boys and girls. Put a thumb up if you retold the story using: first, then, and also: in the end.”  Reverse roles. |
| ***Link:*** *(1-2 minutes)*  Today and every day, when you want to retell a story, first: re-read it then, using the words on the chart, you will retell that story to someone else.  Remember when you retell your stories make sure to use the (transition) words: first, then, in the end; **because readers re-read and retell their stories.** |
| **Mid-Workshop Teaching Point:**  Remember to use the (transition) words first, then and in the end when you are retelling your stories. |
| **Share:**  Highlight 2-3 students that you noticed using the transition words. |