**Unit 6 Table of Contents**

*Learning about ourselves and our world*

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| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | Readers enjoy fiction for the story and nonfiction to learn new information.  Los lectores leen ficción para el cuento y no ficción para aprender cosas nuevas.  Читатели читaют сказки и рассказы и ещё научно-популярную литературу, чтобы узнать что-то новое. | 10-11 |
| [Lesson 2](#lesson2) | Readers get ready for their “reading trip” by using schema, the title and visual information.  Los lectores se preparan para su viaje de lectura usando su esquema, el título e información visual.  *Читатели используют сxему (свои знания), название и иллюстрации чтобы подготовиться к чтению.* | 12-13 |
| [Lesson 3](#lesson3) | Readers determine the main idea of a book by thinking about the repeating pattern.  Los lectores determinan la idea principal del libro pensando en los patrones que se repiten.  Читатели используют повторяющиеся слова, чтобы читать плавно и думать о главной идее книги. | 14-15 |
| [Lesson 4](#lesson4) | Readers recount facts that they’ve learned by rereading the title. (p.94)  Los lectores vuelven a leer el título y cuentan los datos que ya han aprendido.  Читатели перечитывают название и перечисляют факты, которые они узнали из книги. | 16-17 |
| [Lesson 5](#lesson5) | Readers keep the book talk going by asking questions. (pg. 94)  Los compañeros usan preguntas para continuar la conversación sobre el libro. (pg. 94)  Партнёры пользуются вопросами чтобы поддерживать разговор. | 18-19 |
| [Lesson 6](#lesson6) | Reading partners learn more about their topics by re-reading parts of books.  Los compañeros aprenden mάs sobre sus temas volviendo a leer partes del libro.  Re-read! ¡Vuelve a leer! | 20-21 |
| [Lesson 7](#lesson7) | Readers figure out tricky words by using their schema, the title and visual information.  Los lectores usan su esquema, la información visual y el titulo para averiguar una palabra difícil  Читатели используют свои знание, иллюстрации и названя, чтобы прочитать незнакомое слово. | 22-23 |
| [Lesson 8](#lesson8) | Readers guess what an unknown word means by using the visual information in the book.  Los lectores usan información visual del libro para averiguar el significado de una palabra desconocida.  Читатели используют иллюстрации, чтобы предположить, что значит незнакомое слово. | 24-25 |
| [Lesson 9](#lesson9) | Readers learn more about a book by reading the words first and then checking the visual information.  Los lectores aprenden más sobre el libro leyendo las palabras primero, y después revisan la información visual.  Читатели читают сначала слова, а потом рассматривают иллюстрации, чтобы узнать что-то новое. | 26-27 |
| [Lesson 10](#lesson10) | Reading partners talk about what they’ve learned by closely studying the visual information. (pg. 95)  *Los lectores estudian la información visual y hablan sobre lo que han aprendido.*  Читатели расматривают фотографии/иллюстрации и обсуждают то, что они узнали. | 28-29 |
| [Lesson 11](#lesson11) | Readers share where to find information by asking and answering questions about books.  Los lectores comparten donde se encuentra la información haciendo y respondiendo preguntas sobre los libros.  Читатели задают вопросы и отвечают на ниx когда работают с партнёром. | 30-31 |
| [Lesson 12](#lesson12) | Readers learn more about a topic by rereading.  Los lectores aprenden mάs acerca de un tema volviendo a leer.  Читатели перечитывают слова/книги чтобы узнать больше на тему. | 32-33 |
| [Lesson 13](#lesson13) | Readers learn more about a topic by reading different books on the same topic.  Los lectores aprenden mάs sobre el tema leyendo diferentes libros sobre el mismo tema.  Партнёры читают несколько книг на одну тему, чтобы расширить свои знания. | 34-35 |
| [Lesson 14](#lesson14) | Partners learn more about their topic by comparing and contrasting two or more books.  *Los compañeros aprenden más sobre un tema comparando y contrastando dos o más libros.*  Партнёры сравнивают книги на одинаковую тему. | 36-37 |

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| Kindergarten Reading Unit 6 Unit of Study Planning Template | Dates  Feb. 21 –Mar 19 |

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| Unit: | Learning about ourselves and our world. |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * Readers work hard to learn information. * Nonfiction readers see more than the text on the page. * Nonfiction readers can read more than one book about a topic to compare and contrast. |

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| Essential Questions:  *(These should be aligned with Goals.)* | How can we learn new information about things that interest us? |

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| Standards: | K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  K.RF.4 Read emergent-reader texts with purpose and understanding.  K.RI.1 With prompting and support, ask and answer questions about key details in a text.  K.RI.2 With prompting and support, identify the main topic and retell key details of a text.  K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  K.RI.4 With prompting and support, ask and answer questions about unknown words in a 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.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  K.RI.10 Actively engage in group reading activities with purpose and understanding.  K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  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.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: | visual information, nonfiction, fact, real, imaginative, fiction, schema, compare, contrast, topic, title, main idea, information, pattern, text  información visual, libros informativos, no-ficción, hecho, real, imaginativo, ficción, conocimiento previo, comparar, contrastar, tema, título, idea principal, información, patrón, texto |

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| Anchor Texts: | Various nonfiction texts |

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| Other Resources: |  |

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

Unit of Study At A Glance Planner

| **UNIT 6** *Learning About Ourselves and Our World* | | |
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| **GOAL:**  Readers work hard to learn information (p. 91) | **GOAL:**  Nonfiction readers see more than the text on the page (p. 94) | **GOAL:**  Readers can compare and contrast books on the same topics (p. 96) |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * Readers enjoy fiction for the story and nonfiction to learn new information. (p.90-91)   K.RML.6-1   * Readers get ready for their reading trip by using schema, the title, and visual information. (p. 92)   + MWTP - Readers confirm their initial thinking about a topic (p.92)   K.RML.6-2   * Readers determine the main idea of a book by thinking about the repeating pattern. (p. 93)   K.RML.6-3   * Readers recount facts they have learned by re-reading the title. (p. 94)   K.RML.6-4   * Reading partners keep the book talk going by asking questions. (p. 94)   K.RML.6-5   * Reading partners learn more about their topics by re-reading parts of books.   K.RML.6-6   * Readers figure out tricky words by using their schema, the title and visual information. (p. 92)   K.RML.6-7  FRONTLOAD: During think-alouds, model how readers don’t have to know all about everything (p.93) | * Readers guess what an unknown word means by using the visual information in the book. (p. 95)   K.RML.6-8   * Readers learn more about a book by reading the words first and then checking the visual information. (p. 95)   K.RML.6-9   * Reading partners talk about what they’ve learned by closely studying the visual information. (p. 90, 95)   K.RML.6-10   * Readers share where to find information by asking and answering questions about books. (p. 96)   K.RML.6-11   * Readers learn more about a topic by rereading. (p. 96)   K.RML.6-12 | * Readers learn more about a topic by reading different books on the same topic. (p. 97)   K.RML.6-13   * Partners learn more about their topic by comparing and contrasting two or more books on the same topic (p. 97)   K.RML.6-14  \*\*\*Shared Reading lesson (s)\*\*\*  (p. 97) Comparing author’s purpose across more than one nonfiction text. |

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| **WORKSHOP CALENDAR FOR:** | **Kindergarten Reading Unit 6** | Date: Feb 21-Mar 19 |
| **Unit of Study: Unit 2** | *Learning About Ourselves and Our World* |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
|  |  |  | 21  Readers enjoy fiction for the story and nonfiction to learn new information. (p.90-91)  K.RML.6-1 | 22  Readers get ready for their reading trip by using schema, the title, and visual information.   * + MWTP or Share- Readers confirm their initial thinking about a topic   K.RML.6-2 |
| 25  Readers determine the main idea of a book by thinking about the repeating pattern. K.RML.6-3 | 26  Readers recount facts they have learned by re-reading the title.  K.RML.6-4 | 27  Reading partners keep the book talk going by asking questions.  K.RML.6-5 | 28  Reading partners learn more about their topics by re-reading parts of books.  K.RML.6-6 | 1  Readers figure out tricky words by using their schema, the title and visual information.  K.RML.6-7 |
| 4  Minilesson Choice Day | 5  Readers guess what an unknown word means by using the visual information in the book.  K.RML.6-8 | 6  Readers learn more about a book by reading the words first and then checking the visual information.  K.RML.6-9 | 7  Reading partners talk about what they’ve learned by closely studying the visual information.  K.RML.6-10 | 8  Readers share where to find information by asking and answering questions about books.  K.RML.6-11 |
| 11  Readers learn more about a topic by re-reading.  K.RML.6-12 | 12  Minilesson choice day | 13  Readers learn more about a topic by reading different books on the same topic.  K.RML.6-13 | 14  Partners learn more about their topic by comparing and contrasting two or more books on the same topic  K.RML.6-14 | 15  Minilesson choice day |
| 18  Minilesson choice day | 19  Celebration! |  |  |  |

**Unit of Study Assessment Checklist**

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| **Unit 6: Learning about ourselves and our world** |

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| Name | I can distinguish nonfiction from fiction. | Uses multiple sources to solve tricky words. | Recognizes sentence pattern | I can determine the main idea of a book. | Rereads to find information | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 6 Mini Lesson 1** |

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| **Unit of Study:** | Learning about ourselves and our world |
| **Goal:** | Readers work hard to learn information. |
| **Teaching point** *(Kid language!)***:** | Readers enjoy fiction for the story and nonfiction to learn new information.  Los lectores leen ficción para el cuento y no ficción para aprender cosas nuevas.  Читатели читaют сказки и рассказы и ещё научно-популярную литературу, чтобы узнать что-то новое. |
| **Text:** | An example of a familiar fiction and non-fiction text. All students need to have several nonfiction books in their book baggies. |
| **Chart(?):** | Refer to existing chart on criteria of a non-fiction book and a fiction book. If you have not yet addressed the difference, you will need to lift this up in a shared reading or another mini-lesson. |
| **Standard:** | K.RI.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:**  We’ve been reading a lot of books. Some books were stories. We call these books fiction. Some books gave us information about things. We call these books nonfiction. This month you are going to be reading non-fiction all month. These books can be about plants, animals, and many other topics. Today we are going to learn that readers read fiction for the story and read non-fiction text to learn new things. |
| **Teach:** (Demonstration)  (Teacher holds up any fiction big book) Remember yesterday when we read this book during read aloud? We enjoyed reading this story, didn’t we? Remember, we laughed at the part \*insert your own book here\* *where Dona Dora leaves the store with the same pair of shoes she came in with.* We thought that was so funny! This book tells us a story, so we call it fiction. We read fiction for the story.  (Teacher holds up a familiar nonfiction big book)  When we read nonfiction we are always looking to learn new things. When we find something new, we say to ourselves or our partners, ‘I learned…’ (Tap head with finger to show the gesture of thinking.)  Watch me as I model for you how I learn from my nonfiction book, \_\_\_\_\_\_\_\_\_\_. (Teacher reads a simple page from a nonfiction big book) Wow…that was interesting, I just learned \_\_\_\_\_. Did you see how I thought really hard while I was reading and then said to myself, “I learned…” (Tap head with finger to show the gesture of thinking.  (Repeat 1-2 more times.)  Remember boys and girls, readers enjoy books by reading fiction for the story and nonfiction to learn new information. |
| **Active Involvement:**  You just saw me read a non-fiction text to learn new things. When I found something new that I learned, I said “I learned…”  Now it’s your turn! When you find something new that you learn, you will say “I learned…” (Tap head with finger to show the gesture of thinking.) and tell your partner what you learned.  (NOTE- You can choose to have students practice on the book you just used, on another familiar big book, or nonfiction books if they have these in their book baggies.)  (Partners take turns reading a page of the familiar text and sharing with their partner by saying, “I learned…”) |
| **Link:**  Readers, today and every day when you are reading nonfiction, remember to think about what you are learning. When you go off today, you’ll be reading nonfiction books. Remember, readers enjoy books by reading fiction for the story and nonfiction to learn new information thinking I learned… (Tap head with finger to show the gesture of thinking.). In a little bit I will ask you to change and work with a partner to share what you learned. |
| **Mid-Workshop Teaching Point:**  (Make decision here based on what students are doing independently. If they are pulling fiction books, make a point about the difference between fiction and nonfiction. If they are not taking the time to deliberately identify what they learned, reinforce the mini lesson strategy focus.) |

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| **Unit 6 Mini Lesson 2** | |
| **Unit of Study:** | Learning about Ourselves and Our World |
| **Goal:** | Readers work hard to learn information (p.91) |
| **Teaching point:** *(Kid language!)***:** | Readers get ready for their “reading trip” by using schema, the title and visual information.  Los lectores se preparan para su viaje de lectura usando su esquema, el título e información visual.  Читатели используют сxему (свои знания), название и иллюстрации чтобы подготовиться к чтению. |
| **Text:** | Simple Non-fiction book on one topic e.g. Lions |
| **Chart :** |  |
| **Standard:** | K.RI.1 With prompting and support, ask and answer questions about key details in a 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.RF.4 Read emergent-reader texts with purpose and understanding. |
| **Mini Lesson: (**7-10 minutes total) | |
| ***Connection:*** (1-2 min.) “*We’ve been reading non-fiction books to help us learn about ourselves and our world. Today we are going to go on a “reading trip”. We are going to use what we already know (our schema) about our world, the title of the book and visual information to help us prepare to go on our reading trip.”* | |
| ***Teach:*** *(Demonstration)*  *“Today I want to show you how I use what I know (schema), the visual information and the title to get ready to read this book.” “The title of my book is Lions. My schema would be what I know about Lions.“ (Discuss with students your schema about Lions.) Using the book titles and our schema help us get ourselves ready for noticing and naming things that we will learn about.*  *“Now let’s look at the visual information on the front and back cover of this book. This also gives me clues about what I will learn about. “ “What do I notice?” (*As teacher looks at visual information she can demonstrate connections to schema mentioning things like *“this reminds me of…”* or *“I’ve seen this before” “I see a….” I noticed that…) Это напоминает мне о... Кажется я видел(а) это...* | |
| TP-Readers get ready for their “reading trip” by using schema, the title and visual information.  ***Active Involvement:***  Now it’s your turn to practice getting ready for a reading trip. (Ask students to pair up facing their partner. T*eacher holds up a new non- fiction book and reads title with students.) “Discuss with your partner what you think this book is about?” “What do you know about this topic?” (Give students time to discuss the title and their schema)*  *“Now let’s look at the visual information.” “What do you notice on the front and back covers of this book? (Show the front and back cover of the book and give students time to discuss) “Discuss with your partner what you notice.”* TP-Readers get ready for their “reading trip” by using schema, the title and visual information. | |
| ***Link:***  ***“***Remember from now you need to get ready for your “reading trip” by using your schema, the title and visual information to help you on your reading trip.”. | |
| **Mid-Workshop Teaching Point**:  Readers think about what you first thought the book was going to be about. How was it different after you read your book? | |

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| **Unit 6 Lesson 3** |

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| **Unit of Study:** | Learning about ourselves and our world |
| **Goal:** | Readers work hard to learn information |
| **Teaching point** *(Kid language!)***:** | Readers determine the main idea of a book by thinking about the repeating pattern.  Los lectores determinan la idea principal del libro pensando en los patrones que se repiten.  Читатели используют повторяющиеся слова, чтобы читать плавно и думать о главной идее книги. |
| **Text:** | Low level pattern book |
| **Standard:** | K.RF.4 Read emergent-readers texts with purpose and understanding. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** Last week you learned about getting ready for a book trip. Today we’re going to learn how readers determine the main idea of a book by thinking about the repeating pattern. |
| ***Teach:*** *(Demonstration)*  “Boys and girls, many books are written in patterns with a single idea repeated over and over which tells us the main idea. If you know the pattern on most of the pages, you will be able to determine the main idea of the book.”  “Watch me as I read this book. (Teacher reads 2 pages of a patterned text and stops and thinks out loud.) I recognize the pattern, which tells me the main idea of the book (i.e. this book is about big animals because the pattern on each page tells us about a big animal). Because the pattern on each page is the same I can determine what the main idea of the whole book. (Teacher reads a couple more pages fluently).” |
| ***Active Involvement:***  **“**Watch me students as I find the pattern in this book to determine the main idea of the story.”**(**Teacher uses a new, unfamiliar, patterned big book. Then she/he reads four or five pages so students can become aware of the main idea and the pattern. Have A/B partners identify the repeating pattern of that book and take turns discussing the main idea.) “Remember that readers determine the main idea of a book by thinking about the repeating pattern. Now pull out a nonfiction book with your partner from your book bag. Take turns reading a book to determine the repeating pattern so that you can find out the main idea. Then discuss what you found out with your partner.”  (Teacher monitors students while they reading with their partners and frequently remind them of the teaching point.) |
| ***Link:***  ***“****You all did a great job of determining the repeating patterns to find out what the main idea was. Thank you for sharing with your partner today.*Remember that readers determine the main idea of a book by thinking about the repeating pattern. I want you to practice reading your nonfiction books and as you do, find the repeating pattern so that you’ll understand the main idea.” |

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| **Unit 6 Lesson 4** |

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| **Unit of Study:** | Learning about Ourselves and Our World, Reading for Information |
| **Goal:** | Readers work hard to learn information |
| **Teaching point** *(Kid language!)***:** | Readers recount facts that they’ve learned by rereading the title. (p.94)  Los lectores vuelven a leer el título y cuentan los datos que ya han aprendido.  Читатели перечитывают название и перечисляют факты, которые они узнали из книги. |
| **Text:** | A familiar non-fiction Big Book, student book bags |
| **Standard:** | K.RI.2 With prompting and support, identify the main topic and retell key details of a text.  K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. |

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| **Mini Lesson:**  ***Connection:***  We know how to use the title to help us learn about our books. Today we are going to learn that when good readers finish a book they reread the title and talk about the facts they have learned. |
| ***Teach:***  *(Demonstration)*I want to share with you about what facts are and how the title of a book can help us remember them. Facts are true information about things that are around us in the world. For example, all bananas (or use a classroom item and tell a fact about it), grow with a peel on them. A fact about bananas is that they have peels. That is a fact, about the banana, because it is true. Now we’ll think about facts that we remember from a book that we’ve read before by rereading the title. Remember when we read the book \_\_\_\_\_\_\_\_\_\_\_\_? I’m going to reread the title again and talk about the facts that I learned from reading it. Let’s think about 3 facts and for each one, I’ll put up a finger as I count it. (Teacher rereads the title and puts up a finger for each fact and discusses them with the students. Have students hold up finger to mimic the 3 facts that the teacher discusses.) Remember that readers recount facts that they’ve learned by rereading the title. |
| ***Active Involvement:***  ***(***Ask students to take a familiar nonfiction book out from their book bags. Have them sit with their partners on the rug. Partner A will read the title to Partner B and share 3 facts that he/she learned. Make sure that they put up 3 fingers as they recall each fact. Repeat with Partner B reading title and sharing to Partner A.) |
| ***Link:***  Today we learned about what facts are and how the title helps us recount facts that we learned. When you finish reading, remember to reread the title of the book. Then talk about the 3 facts you have learned by putting up 3 fingers for each one. Remember thatreaders recount facts that they’ve learned by rereading the title. |
| **Mid-Workshop Teaching Point:**  Teacher listens in or confers with students during partner reading. Teacher stops the reading time and calls attention to 1 or 2 students that are following the teaching point. |

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| **Unit 6 Mini Lesson 5** |

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| **Unit of Study:** | Learning About Ourselves and Our World |
| **Goal:** | Readers work hard to learn information |
| **Teaching point** *(Kid language!)***:** | Readers keep the book talk going by asking questions. (pg. 94)  Los compañeros usan preguntas para continuar la conversación sobre el libro. (pg. 94)  Партнёры пользуются вопросами чтобы поддерживать разговор. |
| **Text:** | Familiar nonfiction big book |
| **Chart (?):** |  |
| **Standard:** | K.RI.1 With prompting and support, ask and answer questions about key details in a text. K.RI.2 With prompting and support, identify the main topic and retell key details of a text. |

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| **Mini Lesson: (**7-10 minutes)  **Connection**:  “We have been learning how to talk about what we have learned in our books with a partner. Sometimes our partner stops talking or doesn’t say anything about the book. Sometimes we don’t have the words to talk about our books. Today, we will learn to ask questions to keep talking with our partner about our books, because reader’s keep the book talk going by asking questions.” |
| ***Teach: Demonstration***  “Today I’m going to teach you some questions you can ask your partner to keep talking about your book.” (Teacher will read the pre-made chart with the following questions):   * What is the book mostly about? ¿De qué se trata el libro? Чему ты научился? * What is the most interesting part? ¿Qué es la parte más importante? Что самое важное? * Why do you think that? ¿Por qué crees eso? Почему ты так думаешь?   Teacher repeats questions chorally with students. (Teacher presents a familiar book.) (Teacher chooses a student to be her partner and prompts the student to ask her one of the three questions.) (Teacher points to the chart as the student asks the question then responds to it.) “What else can you ask me?” (Teacher points to the chart.)  “Wow! Now you are ready to ask your partner questions to help them keep talking about their book.  Readers keep the book talk going by asking questions. |
| ***Active Involvement:***  “Now it’s your turn to look closely at a different page of our big book. You need to face your partner. Partner A needs to read the visual information and tell their partner one thing they learned about the topic. Partner B will ask one of the questions to keep the talk going. (When partner A has responded to the question teacher turns to a new page.) Now you change roles with your partner. Partner B will read the visual information and share what they have learned. Partner A will ask a question from the chart. Partner B will respond to the question.” Remember readers keep the book talk going by asking questions. |
| ***Link:***  From now until forever, when you read with your partner, remember there are questions you can ask to keep the book talk going. |

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| **Unit 6 Mini Lesson 6** |

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| **Unit of Study:** | Learning About Ourselves And Our World |
| **Goal:** | Readers can compare and contrast books on the same topics (p96-97) |
| **Teaching Point:**  **Catchy Phrase:** | Reading partners learn more about their topics by re-reading parts of books.  Los compañeros aprenden mάs sobre sus temas volviendo a leer partes del libro.  Re-read! ¡Vuelve a leer! |
| **Text:** | A familiar non-fiction book, mix of non-fiction books to pass out (1 per student) |
| **Chart(?):** |  |
| **Standard:** | K.RI.10 Actively engage in group reading activities with purpose and  understanding. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:*** Yesterday we practiced talking with our partners about non-fiction books. We studied different topics like animals, basketball and weather. (Teacher may hold up books used previously and mention topics.) These are all different topics. A topic is what a book is mostly about. When I am working on a topic with my partner, I might re-read parts of a text, or book, to learn more about it. |
| ***Teach:***  I am reading this book to learn about\_\_\_\_\_. Here are a few facts that I learned… (start to tick off facts that you learned on your fingers as in lesson 4). I am going to reread this part to help me make sense of this last fact I am trying to share. Reading partners learn more about their topics by re-reading parts of books. Now ask me one of the questions we practiced yesterday to keep the conversation going. (What do you think is the most interesting part? Why do you think that?) Well, I think the most interesting part is \_\_\_. Let me reread it for you so that you can learn more! |
| ***Active Involvement: (Teacher passes out a non-fiction book to all students.)***  Take a non-fiction book and spend a few minutes reading it. Now share some facts with your partner. Reread to learn more about your topic and use the questions from yesterday (refer to chart) to keep the conversation going. Remember, reading partners learn more about their topics by re-reading parts of books. |
| ***Link:***  Now you will go choose from your own non-fiction books from your book bags/boxes. Read and learn what you can on your own, then we will meet with our partners to share and learn more about our topics by re-reading parts of books! |
| **Mid-Workshop Teaching Point:**  Remind students to think about what they will share when they meet with their partner. |
| **Share:**  Choose a few partners to share sections they may have reread. |

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| **Unit 6 Mini Lesson 7** |

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| **Unit of Study:** | Learning about Ourselves and Our World |
| **Goal:** | Reader’s work hard to learn information |
| **Teaching point** *(Kid language!)***:** | Readers figure out tricky words by using their schema, the title and visual information.  Los lectores usan su esquema, la información visual y el título para averiguar una palabra difícil  Читатели используют свои знание, иллюстрации и названя, чтобы прочитать незнакомое слово. |
| **Text:** | Non-fiction unfamiliar text |
| **Chart (?):** |  |
| **Standard:** | K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.  K.RI.4 With prompting and support, ask and answer questions about unknown words in a text. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  You’ve been working with your partner to learn about non-fiction text. Today you’re going to use your schema, the title and visual information to figure out tricky words. |
| ***Teach:*** *(Demonstration)*  (Teacher pulls out an unfamiliar non-fiction text—The Zoo). This book is titled The Zoo,  Readers as you look at this book’s cover you can say things like “this reminds me of…” or “This is just like…” or “I’ve seen this before…” “We already know about zoo animals. As we read the visual information and the title use your schema to think about tricky words that might be in this book. I see a picture of a giraffe and an elephant. I think those words might be in this book.” “Let’s read this page to check if these words are there.” (Have a pre chosen page where you would find the words you want. Read aloud until you come to the tricky word, then model connecting the words to the picture.) |
| ***Active Involvement:***  Now it’s your turn to find tricky words using your schema, the title and visual information.  Face your partner (teacher turns to a new page in the book.) now discuss with your partner what you see on this page. What do you know about this topic? Next read the text with your partner. What tricky words were you able to figure out? |
| ***Link:***  From now until forever when you are reading you can use schema, the title and visual information to figure out tricky words. |
| **Mid-Workshop Teaching Point:**  Reader’s when you get to a word that you don’t know we can look to the picture on the page, but if that doesn’t help us we can also think about the title and what we know about the topic to help us figure out the tricky word. |

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| **Unit 6 Mini Lesson 8** |

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| **Unit of Study:** | Learning About Ourselves and Our World |
| **Goal:** | Nonfiction readers see more than the text on the page |
| **Teaching point** *(Kid language!)*: | Readers guess what an unknown word means by using the visual information in the book.  Los lectores usan información visual del libro para averiguar el significado de una palabra desconocida.  Читатели используют иллюстрации, чтобы предположить, что значит незнакомое слово. |
| **Text:** | Familiar text |
| **Standard:** | KRI.4 With prompting and support, ask and answer questions about unknown words in a text.  KRI.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.) |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *“*Readers, remember how we’ve been using our Superpowers to figure words out? Well today we’re going to use the visual information in the book to help us learn what these unknown words mean because, readers use the visual information to guess what an unknown word means*.”* |
| ***Teach:***  *“*Readers, when you are reading for information, you may come across words you’ve never seen before or even heard. Sometimes when we read a word we’re not sure what that word means. This is an unknown word. When this happens, we need to use the visual information to guess what an unknown word means**.** One way we can do that is to ask ourselves, What might this word mean? or Are there any clues in the visual information? As readers, we look closely at the visual information on the page and look at all the details. This helps us take a guess at what an unknown word means. Now watch me do this (teacher takes the familiar book, reads a page and when she comes to end of the sentence she points to a word and says, “Hmmm, I don’t know what this word means, this is a new word for me. Then teacher goes to the unknown word, points to it and says, “What might this word mean? Are there any clues in the visual information?” The teacher then models a think-aloud to show how she is using all the details in the visual information to help her figure out what the unknown word means. Do this one more time, on a different page). So remember boys and girls, readers use the visual information to guess what an unknown word means. |
| ***Active Involvement:***  Now boys and girls we’re going to practice this together. (teacher finds a new page in the book) Teacher reads the text and finds an unknown word and models the action of thinking to self as she points to her head, “What might this word mean? Are there any clues in the visual information?” (teacher now asks students to practice doing this - asking themselves the questions). Now teacher and students do a think-aloud together to use the visual information and look at all the details to find clues to the meaning of the unknown word. |
| ***Link:***  From now on boys and girls remember, Readers use visual information in the book to guess what an unknown word means.To do this, ask yourselves these questions, “What might this word mean?” and “Are there any clues in the visual information?” |
| **Mid-Workshop Teaching Point:**  Remember boys and girls**,** Readers use visual information in the book to guess what an unknown word means. We can looks for the clues and details in the visual information on the page that we are reading to help us figure out what words mean. |

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| **Unit 6 Mini Lesson 9** |

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| **Unit of Study:** | Unit 6 – Learning About Ourselves and Our World, Reading for Information |
| **Goal:** | Non-fiction readers see more than the text on the page. |
| **Teaching point** *(Kid language!)***:** | Readers learn more about a book by reading the words first and then checking the visual information.  Los lectores aprenden más sobre el libro leyendo las palabras primero, y después revisan la información visual.  Читатели читают сначала слова, а потом рассматривают иллюстрации, чтобы узнать что-то новое. |
| **Text:** | Unfamiliar Non-fiction Big Book or Non-fiction poster/chart with pictures |
| **Standard:** | 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. |

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| **Mini Lesson: (**7-10 minutes total) |
| ***Connection:***  *“*Yesterday, we looked at the pictures in the book to guess what a word means. Today, we want to try and **read the words first** and then check the pictures to learn more about our world. This is another way that readers read by reading the words first, and then check the visual information to learn more.” |
| ***Teach:***  Teacher chooses a new non-fiction text and demonstrates trying to read through the first sentence. Teacher then thinks aloud while looking at the visual information to confirm that the reading was correct and to comment on new learning. The teacher reads a second sentence and makes a mistake reading a word. Then the teacher demonstrates how to use the visual information to correct the error and how this has brought on new understanding of the topic.) |
| ***Active Involvement:***  “Now it’s your turn. I’m going to turn to the next page (possibly cover up picture). Partner A will try to read the sentence first, then together you can check the picture to see if partner A is right. Then share what else you have learned by reading the word and then checking the visual information.Repeat with partner B reading the next sentence. Partners then check & discuss the picture/photo and new learning together.” |
| ***Link:***  “Today as you are reading your non-fiction books try to read the words first and then check the visual information second to learn more.” |
| **Mid-Workshop Teaching Point:**  “Readers, are you looking closely at the words and visual information in your nonfiction books?” |
| **Share:**  Have 2 – 3 students share about what they learned about from reading their books and the topic of their books. |

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| **Unit 6 Mini Lesson 10** |

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| **Unit of Study:** | Learning about ourselves and Our World |
| **Goal:** | Nonfiction readers see more than the text on the page |
| **Teaching point:** | Reading partners talk about what they’ve learned by closely studying the visual information. (pg. 95)  *Los lectores estudian la información visual y hablan sobre lo que han aprendido.*  Читатели расматривают фотографии/иллюстрации и обсуждают то, что они узнали. |
| **Text** | Unfamiliar nonfiction big book, preferably with photos |
| **Chart(?):** | Cummulative chart, |
| **Standard:** | K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly. |

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| ***Mini Lesson:***  ***Connection:***  ***”***We have been practicing how to read the words first and then check the visual information to learn more. Today, we will work with our partners to look at the visual information in more detail. The visual information will teach us more about the book. Then we will be able to talk about what we have learned with our partners. Readers work together with their partners to study the visual information and talk about what they have learned.” |
| ***Teach:***  (Have an already prepared chart for looking at details, describe the picture, sharing the most important part**.)**  “Partners can work together to study the visual information in their books. You can do this by pointing and labeling parts, commenting on what you see, and saying how parts in the picture go together. “  (Teacher demonstrates with big book.) “Watch what I do. First I’m going to study the picture and look at all the details. What part of the picture would I describe first? (share about details in the picture, referencing chart) What seems to be the most important part? (share the most important part) What do I want to say about this?” The teacher will call a volunteer to be a partner and model talking about what they learned**. In this picture, I learned \_\_\_\_\_\_\_\_\_\_\_. Из этой фотогрии/иллюстрации, я узнал(а)\_\_\_\_\_\_.** Students repeat the sentence frame with the teacher. **Wow! My partner and I learned a lot about \_\_\_ by looking closely at the visual information in our book! Уx, ты! Мы с партнёром узнали много о \_\_\_\_ из фотографий/иллюстраций в нашей книжке.**  Readers work together with their partners to study the visual information and talk about what they have learned. |
| ***Active Involvement:***  Now you will get to practice working with your partner to study the visual information. First, look at the visual information in your book very carefully. (Give students 1-2 minutes to work with their partners). Now that you looked at the picture, I want you to share what you learned. You can say: In this picture, I learned \_\_\_\_\_\_\_\_\_\_\_\_\_. Students repeat the sentence frame. Students use frame to share with their partners. |
| ***Link:***  When we work with our partners, we can share information we have learned by looking at the visual information in our nonfiction books.Readers work together with their partners to study the visual information and talk about what they have learned. |

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| **Unit 6 Mini Lesson 11** |

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| **Unit of Study:** | Learning About Ourselves and Our Worlds |
| **Goal:** | Nonfiction readers see more than the text on the page. |
| **Teaching point** *(Kid language!)***:**  **Catchy Phrase:** | Readers share where to find information by asking and answering questions about books.  Los lectores comparten donde se encuentra la información haciendo y respondiendo preguntas sobre los libros.  Читатели задают вопросы и отвечают на ниx когда работают с партнёром.  Where did you find that information? |
| **Text:** | A nonfiction book you have previously read. |
| **Chart:** | Partner question chart from lesson 5. Add Where did you find that information? ¿Dόnde econtraste esa informaciόn? |
| **Standard:** | K.RI.1 With prompting and support, ask and answer questions about key details in a 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.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.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:***  Remember the other day when we were talking with our partner about what we have learned? We asked our partner questions like: (review chart from lesson five). Sometimes when we are sharing with our partner it is important to share with them not just what we learned but where we found our information. We can ask our partner, where did you find that information? Because readers ask and answer questions about books by sharing where to find information. |
| ***Teach:***  We have learned different ways of finding information in our nonfiction books. We might learn more by looking at the visuals or reading the words. It is important for your partner to know where you found your information so that they can know where to look in their books for more information. I am going to show you how to use this strategy. I am going to read this page and tell you what I learned. (Model reading a page and sharing) Now, you can ask me “Where did you find that information?” because readers ask and answer questions about books by sharing where to find information. Look here on the page, I read the words that said frogs have webbed feet and then I looked at the picture and saw the frog’s feet. In the picture I saw that webbed feet must mean they have skin between their toes because that is what it shows in the picture. (You might do this a couple of times. ) |
| ***Active Involvement:***  (Depending on the level of your students and the materials available you can do this as a whole group with a large text or partner activity with small books.) Now we are going to turn to the next page. I want partner A to read this page and share what they have learned. Then, partner B will ask them Where did you find that information? Then you can switch partners. Try and show your partner where that information was in the picture and in the words because readers ask and answer questions about books by sharing where to find information. |
| ***Link:***  When you read with your partner and they are telling you what they have read about remember to ask them Where did you find that information? That way you will know where to look for the new information in your book. Readers ask and answer questions about books by sharing where to find information! |
| **Mid-Workshop Teaching Point:**  You might need to remind students to try and say where they found their information in their words **and** in the picture. |

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| **Unit 6 Mini Lesson 12** |

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| **Unit of Study:** | Learning About Ourselves and Our Worlds |
| **Goal:** | Nonfiction readers see more than the text on the page. |
| **Teaching point:**  **Catchy Phrase:** | Readers learn more about a topic by rereading.  Los lectores aprenden mάs acerca de un tema volviendo a leer.  Читатели перечитывают слова/книги чтобы узнать больше на тему.  Reread! ¡Vuelve a leer! |
| **Text:** | A nonfiction book you have previously read. |
| **Chart:** | Review on superpower chart |
| **Standard:** | K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.  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:** |
| ***Connection:***  Readers you know how we have used the super power of rereading so that we sound better and better each time we read. Today I am going to teach you some other reasons that readers reread nonfiction books. You know how in our nonfiction books we are finding a lot of new words we haven’t read before. Some of them are a little tricky and we might not know what they mean. When we reread a new word or sentence it helps us understand it better and learn more. We also reread our books because sometimes we miss something the first time and when we reread it we find what we missed. Great readers reread nonfiction books to learn more about a topic! |
| ***Teach:***  Remember yesterday when I read this book about \_\_\_\_. We learned a lot from this book. (give some examples of what you have learned) Remember that on this page we saw some words we didn’t understand. Today I am going to show you how I reread my book to learn more about the topic. (Go to the page you had a problem with, and model reading a sentence with a word you don’t know the meaning of. Stop and think aloud.) I don’t know what the word \_\_\_\_ means. (Model going back to reread the whole sentence to look for context clues to figure out the word.) Did you see how the second time I read this page I was able to figure out what the word meant and I learned more about the topic? That is how readers learn more about a topic by rereading. |
| ***Active Involvement:***  *(This section can be done with a big shared reading book or if you have enough small non-fiction books you can have the students use the ones in their book box.)*  Now readers, we are going to all try using our rereading strategy to learn more about a topic. I am going to turn to a different page in our book that we had a little trouble understanding. Remember you might find a word that you don’t understand and then read the sentence to see if you can find clues that let you know what the word means. When you are done you might want to reread the page one more time to make sure you didn’t miss something then share with your partner what you have done! Remember, readers learn more about a topic by rereading. (You might need to do this a few times.) |
| ***Link:***  Now that we have practiced learning more about a topic by rereading, I want you to go off and reread some of your non-fiction books to practice and learn more. |
| **Mid-Workshop Teaching Point:**  Readers, now that we have learned more about our topics by rereading, I want you to turn to your partner and teach them what you have learned. |

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| **Unit 6 Mini Lesson 13** |

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| **Unit of Study:** | Learning About Ourselves And Our World |
| **Goal:** | Readers can compare and contrast books on the same topics (p96-97) |
| **Teaching Point:**  **Catchy Phrase:** | Readers learn more about a topic by reading different books on the same topic.  Los lectores aprenden mάs sobre el tema leyendo diferentes libros sobre el mismo tema.  Партнёры читают несколько книг на одну тему, чтобы расширить свои знания.  We’re going to read a lot of books about the same topic! ¡Vamos a leer muchos libros del mismo tema! |
| **Text:** | At least 2 non-fiction books about the same topic, a bin for each table of books on the same topic (animals, birds, people, transportation, etc.) |
| **Chart(?):** |  |
| **Standard:** | K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we practiced rereading to learn more about\_\_\_\_. Today, we are going to talk about how you and your partner can read different books about one topic to learn more. Readers learn more about a topic by reading different books on the same topic. |
| ***Teach:***  Look at these two books I have here. They are both about\_\_\_\_\_, but they teach us different things. Let’s look at the pictures first. In this book I notice \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in the pictures. In this book, I notice \_\_\_\_\_\_\_\_\_\_\_\_.  Now let’s look at the words. In this book I learned about\_\_\_\_\_\_\_\_ and in the other book I learned about\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Using the two books together, I learn different things about \_\_\_. Readers learn more about a topic by reading different books on the same topic.  En este libro yo noto que\_\_\_\_\_\_\_. En este libro yo aprendί que\_\_\_\_\_\_\_\_\_.  *В этой книге я заметил(а) ... Из этой книги я узнал(а) ...* |
| ***Active Involvement:***  (turn to the next page of each book and put them on display) Now you will work with your partner to read pictures and words from each book, then talk about what you learned from the two books |
| ***Link:***  Now you will go out to your tables and choose from non-fiction books in bins about the same topic. Work with a partner and share what you are learning from the different books on the same topic.Today and every day, remember that readers learn more about a topic by reading different books on the same topic. |
| **Mid-Workshop Teaching Point:**  Remind students to share what they are learning from each book. |
| **Share:**  Choose a few partners to share their books and their learning. |

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| **Unit 6 Mini Lesson 14** |

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| **Unit of Study:** | Learning About Ourselves and Our World |
| **Goal:** | Readers learn more about their topic by comparing and contrasting books on the same topics (p96)  Los lectores comparan y contrastan libros sobre el mismo tema. |
| **Teaching point** *(Kid language!)*: | Partners learn more about their topic by comparing and contrasting two or more books.  *Los compañeros aprenden más sobre un tema comparando y contrastando dos o más libros.*  **Партнёры сравнивают книги на одинаковую тему.** |
| **Text:** |  |
| **Standard:** | K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday, we worked with our partners to read more than one book to combine what we learned about a topic. (For example: giraffes). Today we are going to play the same and different game! We are going to read different books with our partners to discover what is the same and what is different?  Because partners learn more about their topic by comparing and contrasting two or more books**.**  **Партнёры сравнивают книги на одинаковую тему.** |
| ***Teach:***  (Teacher uses same books from previous day and a puppet as a partner to model.)  Today I will teach you about finding information that is the same in both books but it may look different. I have a book about (giraffes). In my book page 3 teaches me about where (giraffes) live. My partner also has a book about giraffes and in his book page 7 teaches her/him about where (giraffes) live.  Model the use of this language:  **We have books about\_(giraffes)\_\_\_.**  **Our books both teach us about (where they live).**  **In my book it is on page\_\_(3)\_\_ and in my partners book this information is on page\_(7)\_\_.**  **My page \_(has a photograph)\_\_, my partner’s page (shows a map of Africa). Наши книги о \_(жирафаx) . Обе книги учат нас о том, (где живут жирафы) . В моей книге это на странице \_(3) , а в книге моего партнера эта информация на странице (7) . На моей странице (3) есть фотография, а на странице моего партнера есть карта.** |
| ***Active Involvement:***  (have two new books about the same topic on hand to use).  Now it’s your turn to practice, I will show you two different books about \_\_\_\_\_\_\_\_\_. (Open books on the pages that show the same information and read them out laud.) Using the sentence frames practice talking about what is the same and what is different in these books.  (Students will work in groups of 4, first two students practice using the sentence frame the other two students listen. Then they switch. )  **We have books about\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**  **Our books both teach us about \_\_\_\_\_\_\_\_\_\_\_.**  **In my book it is on page\_\_\_\_\_ and in my partners book this information is on page\_\_\_\_.**  **My page has a \_\_\_\_\_\_\_\_\_\_\_\_\_\_, my partner’s page has a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.** |
| ***Link:***  Remembertoday when you are reading, that partners learn more about their topic by comparing and contrasting two or more books |
| **Mid-Workshop Teaching Point:**  Remind studentsthat **partners learn more about a topic by comparing and contrasting two or more books. Партнёры сравнивают книги на одинаковую тему.** |
| **Share:** |
| **Note:**  Due to limited resources, set up each table with different books on same topic (giraffe table, cat table, lion table) and rotate students through the tables |