**Unit 7 Table of Contents**

*Readers are Brave and Resourceful when we Encounter Hard Words and Tricky Parts in our Books*

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| *Lesson* | *Lesson Title* | *Page #* |
| [Lesson 1](#lesson1) | When readers find a tricky word, they take action by looking at the pictures, checking the words, and thinking… “Which strategy can I use?” (p. 102, 109)  *Cuando los lectores encuentran una palabra difícil, toman acción mirando los dibujos, revisando las palabras y pensando…* ¿*Cuál estrategia puedo usar?*  **Читатели подбирают стратегию, проверяют и думают, “Какая стратегия поможет мне проверить слово?”** | 11-12 |
| [Lesson 2](#lesson2) | Readers don’t give up! They take action by scanning the whole picture and thinking, What’s happening here? or What’s this about? (p.102, 109)  *Los lectores no se dan por vencidos. Ellos toman acción revisando todo el dibujo y pensando ¿Qué está pasando aquí? o ¿De qué se trata?*  **Читатели не сдаются! Они внимательно рассматривают картинку и думают, “Что здесь происxодит?” или “О чём это?”** | 13-14 |
| [Lesson 3](#lesson3) | Readers read with fluency by recognizing if there is a pattern in the book and using it. (p.103, 109)  *Los lectores leen con fluidez reconociendo si hay un patrón en el libro y usandolo.*  **Читатели узнают повторяющиеся слова в книге и читают иx бегло.** | 15-16 |
| [Lesson 4](#lesson4) | Readers make sure the words we are saying match by using the beginning and ending letters in the words. (p.103, 110)  *Los lectores deben estar seguros que las palabras que leen corresponden a los sonidos iniciales y finales de las letras en las palabras.*  **Читатели используют первую и последнюю буквы в слове, чтобы прочитать незнакомое слово.** | 17-18 |
| [Lesson 5](#lesson5) | Readers stay on track with what they are reading by thinking…“Do these words match with what is happening in the story?” (p. 103, p. 110)  Los lectores se mantienen en el camino cuando están leyendo y piensan si las palabras tienen que ver con lo que está pasando en la historia. (pg 103-4, 110)  **Читатели думают: “Подxодят ли эти слова к тому, что происxодит в рассказе?”** | 19-20 |
| [Lesson 6](#lesson6) | Readers never give up! They keep reading by being flexible and trying different strategies if the first one doesn’t work. (p.103, p. 110)  *Los lectores nunca se dan por vencidos. Continuan leyendo, son flexibles y tratán diferentes estrategias si la primera e*strategia no funciona.  **Читатели не сдаются! Они подбирают другую стратегию если первая не сработала.** | 21-22 |
| [Lesson 7](#lesson7) | When readers realize that the story no longer makes sense, they fix it by going back and re-reading parts that *did* make sense.  *Los lectores vuelven a leer cuando lo que leen no tiene sentido, tratan de arreglarlo volviendo a leer las partes confusas.*  **Читатели перечитывают, когда не понимают о чём читают.** | 23-24 |
| [Lesson 8](#lesson8) | When the words they are reading don’t sound right, readers fix it by re-reading to be sure they are not adding their own words or changing the story (p.104 p.111)  Cuando las palabras no suenan bien, los lectores volvemos a leer para estar seguros de no agregar o cambiar las palabras en la historia.  **Читатели перечитывают, когда слово не подxодит или звучит не правильно.** | 25-26 |
| [Lesson 9](#lesson9) | Readers figure out a word they don’t know by re-reading to get a running start. (p. 104, p. 111)  *Los lectores averiguan una palabra que no conocen para poder iniciar o continuar con la lectura.*  **Читатели перечитывают, чтобы прочитать незнакомое слово.** | 27-28 |
| [Lesson 10](#lesson10) | Readers make sure their reading sounds like talking by re-reading and practicing tricky words. (p. 105, p. 111)  *Los lectores vuelven a leer para estar seguros que se escuchan como si están hablando, y practican palabras difíciles para leer con fluidez.*  **Читатели перечитывают и повторяют незнакомые слова, чтобы чтать бегло.** | 29-30 |
| [Lesson 11](#lesson11) | Readers check to be sure their retelling is complete by re-reading sections to be sure they didn’t leave anything out. (p. 105, p. 111)  *Los lectores aseguran que su recuento sea completo volviendo a leer para contar todas las partes importantes del cuento.*  **Читатели перечитывают, чтобы пересказать все важные детали рассказа.** | 31-33 |
| [Lesson 12](#lesson12) | Reading partners help each other figure out tricky parts by suggesting different strategies they could use.  Los compañeros se ayudan mutuamente cuando encuentran problemas sugiriendo diferentes estrategias que pueden usar.  **Партнёры помогают друг другу когда один из ниx затрудняется прочитать незнакомое слово.** | 34-35 |
| [Lesson 13](#lesson13) | Partners help each other recognize mistakes by saying, “Wait a minute…something’s not right. Think about it. Find it. Fix it.”  *Los compañeros de lectura se dan cuenta cuando sus compañeros cometen un error, y intentan ayudar diciendo, “Un momento. Algo no está bien. Piénsalo, búscalo, arréglalo!.*  **Читатели замечают ошибки и помогают партнёрам заметить и исправить эти ошибки.** | 36-38 |
| [Lesson 14](#lesson14) | Partners help each other find the right strategy by trying several strategies. They say, “Why don’t you try \_\_\_ instead.”  *Los compañeros se ayudan a encontrar estrategias apropiados intentando usar varias estrategias. Dicen, “por qué no intentas usar \_\_\_\_\_\_\_.”*  **Партнёры помогают друг другу подобрать подxодящую статегию/суперсилу.** | 39-40 |
| [Lesson 15](#lesson15) | Partners make sure they both understand the story by retelling the story to each other.  *Los compañeros aseguran que los dos entienden la historia recontando la historia entre sí.*  **Партнёры пересказывают свои книги друг другу.** | 41-42 |

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| **Kindergarten Reading Unit 7**  **Unit of Study Planning Template** | Dates  4/1/12-4/25/12 |

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| Unit: | *Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books* |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * *Readers notice when there is a tricky part and we take action.* * *Readers reread with purpose.* * *Partners help each other when we encounter tricky parts.* |

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

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| Standards: | Reading- Literature   * K.RL.2 With prompting and support retell familiar stories including key details * K. RL.4 Ask and answer questions about unknown words in a text. * K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). * K.RL.10 Actively engage in group reading activities with purpose and understanding.   INFORMATIONAL TEXT  K.RI.2 With prompting and support, identify the main topic and retell key details of a text.  K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.  Reading- Foundational  K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /*l*/, /*r/*,or /*x/.*)   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.   * 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.   Speaking & Listening   * K.SL.1 Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. |

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| Key Vocabulary: | * ENGLISH- Sentence, tricky word, vocabulary, check it, retell, reread, self-correct, fluency, sight words, strategies, character, first, next, last, patterns, sound, stretching sounds, sound it out, beginning sound, ending sound, illustrations, familiar words, partner, voice (emotion words), persevere * SPANISH- oración, palabras difíciles, vocabulario, revísalo, recuenta la historia, vuelve a leer, auto corrección, fluidez (leímos de corrido) palabras comunes, personajes, estrategias, primero, luego/después, al final, patrones, sonidos, estiramos/alargamos los sonidos, conecta los sonidos, primer sonidos, ultimo sonido, ilustraciones, palabras conocidas/familiares, compañero de lectura/parejas, usamos una voz con expresión apropiada, somos perseverantes |

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| Anchor Texts: | * Reading A-Z: Fido, Maria, Carlos, Lily the cat, monsters books * Keep books * Bruce Larkin books (Wil Books) * Scholastic high frequency readers |

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| Other Resources: |  |

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| Assessment:  *(Including CCSS performance task.)* | *FORMATIVE* | *SUMMATIVE* |
| * Checklist * Anecdotal notes * Running records | * Checklist (word-attack/retell focus) |

Unit of Study At A Glance Planner

| Unit 7- *Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books* | | |
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| **GOAL:**  Readers notice when there is a tricky part and we take action. | **GOAL:**  *Readers reread with purpose.* | **GOAL:**  *Partners help each other out when we encounter tricky parts.* |
| **MINILESSONS:** | **MINILESSONS:** | **MINILESSONS:** |
| * When readers find a tricky word, they take action by looking at the pictures, checking the words, and thinking… “Which strategy can I use?” (p. 102, 109)   K.RML.7-1   * Readers don’t give up! They take action by scanning the whole picture and thinking, “What’s happening here?” or “What’s this about?” (p.102, 109)   K.RML.7-2   * Readers read with fluency by recognizing if there is a pattern in the book and using it. (p.103, 109) K.RML.7-3 * Readers make sure the words we are saying match by using the beginning and ending letters in the words. (p.103, 110)   K.RML.7-4     * Readers stay on track with what they are reading by thinking…“Do these words match with what is happening in the story?” (p. 103, p. 110)   K.RML.7-5   * Readers never give up! They keep reading by being flexible and trying different strategies if the first one doesn’t work. (p.103, p. 110)   K.RML.7-6 | * When readers realize that the story no longer makes sense, they fix it by going back and re-reading parts that *did* make sense. (p. 104, p. 111) K.RML.7-7 * When the words they are reading don’t sound right, readers fix it by re-reading to be sure they are not adding their own words or changing the story. (p. 104, p. 111) K.RML.7-8 * Readers figure out a word they don’t know by re-reading to get a running start. (p. 104, p. 111) K.RML.7-9 * Readers make sure their reading sounds like talking by re-reading and practicing tricky words. (p. 105, p. 111)   K.RML.7-10   * Readers check to be sure their retelling is complete by re-reading sections to be sure they didn’t leave anything out. (p. 105, p. 111) K.RML.7-11 | * Reading partners help each other figure out tricky parts by suggesting different strategies they could use. (p.105, 112)   K.RML.7-12   * Partners help each other recognize mistakes by saying, “Wait a minute…something’s not right. Think about it. Find it. Fix it.” (p.105, 112)   K.RML.7-13   * Partners help each other find the right strategy by trying several strategies. They say, “Why don’t you try \_\_\_ instead.” (p. 106, 112) K.RML.7-14      * Partners make sure they both understand the story by retelling the story to each other. (p. 106, 112)   K.RML.7-15 |

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| **WORKSHOP CALENDAR FOR:** | **Kindergarten, Reading Unit 7** | *Dates:* Apr 1-25 |
| **Unit of Study: Unit 7** | *Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books* |  |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 4/1  When readers find a tricky word, they take action by looking at the pictures, checking the words, and thinking… “Which strategy can I use?” (p. 102, 109)  K.RML.7-1 | 4/2  Readers don’t give up! They take action by scanning the whole picture and thinking, “What’s happening here?” or “What’s this about?” (p.102, 109) K.RML.7-2 | 4/3  Readers read with fluency by recognizing if there is a pattern in the book and using it. (p.103, 109)  K.RML.7-3 | 4/4  Readers make sure the words we are saying match by using the beginning and ending letters in the words. (p.103, 110) K.RML.7-4 | 4/5  Readers stay on track with what they are reading by thinking…“Do these words match with what is happening in the story?” (p. 103, p. 110) K.RML.7-5 |
| 4/8 WORK DAY | 4/9  Readers never give up! They keep reading by being flexible and trying different strategies if the first one doesn’t work. (p.103, p. 110) K.RML.7-6 | 4/10  *Minilesson choice day* | 4/11  When readers realize that the story no longer makes sense, they fix it by going back and re-reading parts that *did* make sense. (p. 104, p. 111) K.RML.7-7 | 4/12  When the words they are reading don’t sound right, readers fix it by re-reading to be sure they are not adding their own words or changing the story. (p. 104, p. 111) K.RML.7-8 |
| 4/15  Readers figure out a word they don’t know by re-reading to get a running start. (p. 104, p. 111)  K.RML.7-9 | 4/16  Readers make sure their reading sounds like talking by re-reading and practicing tricky words. (p. 105, p. 111)  K.RML.7-10 | 4/17  *Readers check to be sure their retelling is complete by re-reading sections to be sure they didn’t leave anything out. (p. 105, p. 111) K.RML.7-11* | 4/18  Minilesson choice day | 4/19  *FURLOUGH DAY* |
| 4/22  Reading partners help each other figure out tricky parts by suggesting different strategies they could use. (p.105, 112)K.RML.7-12 | 4/23  Partners help each other recognize mistakes by saying, “Wait a minute…something’s not right. Think about it. Find it. Fix it.” (p.105, 112)  K.RML.7-13 | 4/24  Partners help each other find the right strategy by trying several strategies. They say, “Why don’t you try \_\_\_ instead.” (p. 106, 112) K.RML.7-14 | 4/25  Partners make sure they both understand the story by retelling the story to each other. (p. 106, 112)  K.RML.7-15 |  |

**Unit of Study Assessment Checklist**

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| **Unit 7:** | *Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books* |

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| Name | Uses multiple strategies. | Rereads when stuck | States purpose(s) for rereading. | Recognizes when their partners make a mistake. | Help each other when they get stuck on a tricky part. | Retell with a partner. | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 7 Mini Lesson 1** |  |

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| **Unit of Study:** | Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books. |
| **Goal:** | Readers notice when there is a tricky part and we take action (p.102) |
| **Teaching point** | When readers find a tricky word, they take action by looking at the pictures, checking the words, and thinking… “Which strategy can I use?” (p. 102, 109)  *Cuando los lectores encuentran una palabra difícil, toman acción mirando los dibujos, revisando las palabras y pensando…* ¿*Cuál estrategia puedo usar?*  **Читатели подбирают стратегию, проверяют и думают, “Какая стратегия поможет мне проверить слово?”** |
| **Catchy phrase** | Which strategy can I use?  ¿*Cuál estrategia puedo usar?*  **“Какая стратегия мне поможет?”** |
| **Text:** | *Unfamiliar text, unfamiliar student copies for every student* |
| **Chart(?):** | Refer to superpower chart from Unit 3 |
| **Standard:** | K. RL.4  Ask and answer questions about unknown words in a text. |

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| **Mini Lesson: (**7-10 minutes total)  **Connection:**  We have learned many superpowers and clues readers use. All of our superpowers are reading strategies. Reading strategies help us take action if we don’t know a word. We can think about all of these strategies and be brave when we come to a tricky part. Readers look at the pictures, check the words, and think, Which strategy can I use?  (Use hand motions: shield your eyes for look at the pictures, use a check mark motion for check the words, and point to head for think/point to strategy chart). |
| **Teach:**  (Demonstration)  Today I want to teach you that readers act when we read a part that does not make sense. We are brave. We look at the pictures on a page and across the book. We check the words to make sure that what we are reading matches the words and letters on the page. We think about which strategy we can use to help us read, asking ourselves, Which strategy can I use? (Have students repeat the question.)  Watch how I can be brave when I find a tricky word in my story. (Teacher models struggling over a word, does the motion of scanning the pictures, check mark/pointing words and asks self) Hmm… Which strategy can I use?  (Teacher models using a strategy off the chart to read the tricky word.) When I used \_\_\_\_\_ (strategy), I could read that tricky word. Readers look at the pictures, check the words, and think, Which strategy can I use? |
| **Active Involvement:**  **(**Hand students a new book that they will add to their book boxes/bags--differentiate as needed.) One partner will read a page, while the other partner listens. If your partner gets stuck on a tricky part, ask him/her a question, Which strategy can you use? (students repeat the question chorally). Remember to be brave and try a strategy from our superpower list. Don’t give up! The other partner will read a page while the first partner listens and asks, Which strategy can you use? (students repeat the question chorally) . Remember, readers look at the pictures, check the words, and think, Which strategy can I use? |
| **Link:**  As you read today and every day, when you get to a tricky part, be brave! You can use the strategies we have practiced to figure out that word. When readers find a tricky word, they take action by looking at the pictures, checking the words, and thinking… “Which strategy can I use?” |

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| **Unit 7 Mini Lesson 2** |

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| **Unit of Study:** | Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books. |
| **Goal:** | Readers notice when there is a tricky part and we take action (p.102) |
| **Teaching point:** | Readers don’t give up! They take action by scanning the whole picture and thinking, What’s happening here? or What’s this about? (p.102, 109)  *Los lectores no se dan por vencidos. Ellos toman acción revisando todo el dibujo y pensando ¿Qué está pasando aquí? o ¿De qué se trata?*  **Читатели не сдаются! Они внимательно рассматривают картинку и думают, “Что здесь происxодит?” или “О чём это?”** |
| **Catchy phrase:** | Don’t give up, look again!  *¡No te des por vencido, ¡mira otra vez!*  **Не здавайся!** |
| **Chart:** | Add this strategy to the superhero chart (look again! Scan the whole picture & think  What’s happening here? or What’s this about?) |
| **Text:** | Unfamiliar text |
| **Standard:** | 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  K.RF.4 Read emergent-reader texts with purpose and understanding. |

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| **Mini Lesson: (**7-10 minutes total) |
| **Connection:**  We have been using our reading strategies like superheroes use their superpowers. Super heroes never give up when they come to a problem. We’re going to learn to never give up no matter what. When we read and get to a tricky word, one strategy we can use is to look at the picture and think about What’s happening here? or What’s this about? We’ll scan the whole picture closely and think. When you get stuck, don’t give up, look again! |
| **Teach:**  (Demonstration)  Watch me (Teacher reads a sentence from an unfamiliar text and makes an error. She says to herself, Don’t give up, look again! Then looks more closely at the picture and says Hmmm, what’s happening here?)  Readers, did you notice that I got to this tricky word and checked the picture, like I always do? Then I got stuck, but I didn’t give up, I looked again! I said What’s happening here? And I looked more closely at the whole picture to help me make sense of the page. First, I just saw the group of people and thought it was a party. Then I looked more closely and realized that it was just one family and that helped me get the word family. That’s what I hope you do as readers! Don’t give up, look again! Readers scan the whole picture and think What’s happening here? or What’s this about? |
| **Active Involvement:**  (Teacher reads a page and makes a very obvious error and dramatically gives up trying to solve a tricky word.) Turn to your partner and tell them what I should have done. (Teacher has the kids share out and look very closely at the page to talk about what is happening before attempting to reread the sentence.  Next, teacher reads a page and makes another very obvious error trying to solve a tricky word.) Don’t give up, look again! I’m going to scan the whole picture and think What’s happening here?, What’s this about?  Turn to your partner and tell them what I’m doing right this time! |
| **Link:**  So today and every day when you get to a tricky part remember readers don’t give up, they look again! They scan the whole picture and think What’s happening here? or What’s this about? |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 7 Mini Lesson 3** | |
| Unit of Study: | Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books. |
| Goal: | Readers notice when there is a tricky part and we take action (p.102) |
| Teaching point: | Readers read with fluency by recognizing if there is a pattern in the book and using it. (p.103, 109)  *Los lectores leen con fluidez reconociendo si hay un patrón en el libro y usandolo.*  **Читатели узнают повторяющиеся слова в книге и читают иx бегло.** |
| Catchy phrase: | Look for the pattern and use it!  *¡Busca el patrón y úsalo!*  **Какие слова в этой книге повторяются? Как я иx буду читать?** |
| Text: | Unfamiliar patterned text |
| Chart(?): | Add –& read with fluency—to the strategy of looking for the pattern on the superhero chart |
| Standard: | K. RL.4 Ask and answer questions about unknown words in a text.  K.RF.4 Read emergent-reader texts with purpose and understanding. |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  We have learned that when we are reading, we don’t give up, we keep moving. We can be brave like superheroes and use different strategies to help us keep going. Today, we will use another reading strategy. This strategy will help you keep going from page to page. Readers look for a pattern in their books and use those repeating parts to help them read smoothly like they talk. Reading like we talk is called fluency. We don’t want to be reading like robots or racecars! Fluent readers keep moving and read like they talk. Readers read with fluency by looking for the pattern and using it. |
| **Teach:**  (Demonstration)  I am going to look in this book for a pattern and try to use it to read fluently without stopping on every page. (Use an unfamiliar patterned text and spend a lot of time on the first page, then pause on the second page to think aloud.)  I don’t have to stop and figure all the words out again because I am seeing the pattern here and I will use it. I see that all of these words are the same as the first page except one. The picture helps me predict that one right away. Listen to me read smoothly. (Say the pattern smoothly and read several more pages. Pause on the next page. Start to read the page as a different pattern and make your voice sound choppy, i.e. I …see…the cat. Look confused.)  Oh! Look for the pattern and use it! I forgot to use the pattern. Let’s see. I had better go back and look for the pattern so that I can use it to help me read fluently. Readers read with fluency by recognizing if there is a pattern in the book and using it. |
| **Active Involvement:**  Guided practice  Now you can help! How does the pattern go in this book? Let’s see. Look for the pattern and use it! How many words keep repeating? Say them with me. (Tick the words off on your fingers as the kids say them with you. Repeat them all together several more times.) Are you ready to use the pattern to help you read the next page fluently? Tell me one more time how that pattern goes. ( Then turn to the next page in the book and have the students read. Continue with the next few pages making sure that students are matching their voices with the pattern and praising their fluency.) |
| **Link:**  As you read today and every day, look for a pattern in your books and use it. It is okay to go back and reread to remind yourself of the pattern if you get stuck. Remember, readers read with fluency by recognizing if there is a pattern in the book and using it. |

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| **Unit 7 Mini Lesson 4** |

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| **Unit of Study:** | Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books |
| **Goal:** | Readers notice when there is a tricky part and we take action (p.102) |
| **Teaching point:** | Readers make sure the words we are saying match by using the beginning and ending letters in the words. (p.103, 110)  *Los lectores deben estar seguros que las palabras que leen corresponden a los sonidos iniciales y finales de las letras en las palabras.*  **Читатели используют первую и последнюю буквы в слове, чтобы прочитать незнакомое слово.** |
| **Catchy phrase:**  **Text:** | Look at the end of the word!  *¡Mira el final de la palabra!*  Unfamiliar big book with words that require the reader to read the ending of the word (cat/Kitten) (uva/uvas) (lion/tiger)…sample book that says The End on the last page |
| **Chart(?):** | Add --Look at the end of the word-- to superhero strategy chart |
| **Standard:** | K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /*l*/, /*r/*,or /*x/.*)  K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Readers, you have learned lots of strategies that you can use when you are trying to figure out a tricky word. (Refer to superhero strategy chart.) We are great at looking at the beginning letter in a word when we get our mouth ready. (Point this out on the chart.) Today I want to teach you another strategy you can use. Good readers make sure the words they are reading match the beginning and the ENDING letters in a word. Look at the end of the word! |
| ***Teach:***  *(Demonstration, Shared Example/Explanation, Inquiry, or Guided Practice)*  Students, the beginning of the word is where we start to get our mouth ready. We look at the very first letter and make that sound. This is like the beginning of a book, when we are just getting ready to find out what happens. Today we are also thinking about the end of the word. (Hold up a book that says The End on the last page.) The end is the very last part, like the words The End when the story is over. When we read a story, we don’t stop before we get to the last page! We want to know what the author made happen at the end. Just like at the end of the book, there is also an end of the word that helps us know the author’s story.  (Point out some words in the title of your book to read.) This is the beginning sound at the beginning, and this is the ending sound at the end.  Watch and listen as I read this book. (Teacher reads and gets to a tricky word. She thinks aloud and checks the beginning part of the word.) Look at the end of the word! Readers make sure the words we are saying match by using the beginning and ending letters in the words. |
| ***Active Involvement:***  (Teacher reads a sentence in the book and comes to a tricky word.)  OK kids turn to your partner and tell them what I could do. (Teacher listens in to strategies)  I heard \_\_\_ say I should look at the beginning letter and make sure it matches.  (Teacher looks to make sure that the beginning letter matches.)  I heard \_\_\_ say that I should make sure the ending letter matches.  Teacher looks at the ending letter and makes sure it matches.  Teacher then rereads the whole sentence.  Remember when we come to a tricky word good readers make sure the words we are saying match the beginning and ENDING letters in the word. |
| ***Link:***  *Wow look at you guys using your super powers to figure out tricky words. Now today and everyday when you come to a tricky word* make sure the words you are saying match the beginning and ENDING letters in the word. Look at the end of the word! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 7 Mini Lesson 5** | |
| Unit of Study: | Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books |
| Goal: | Readers notice when there is a tricky part and we take action (p.102) |
| Teaching point | Readers stay on track with what they are reading by thinking…“Do these words match with what is happening in the story?” (p. 103, p. 110)  Los lectores se mantienen en el camino cuando están leyendo y piensan si las palabras tienen que ver con lo que está pasando en la historia. (pg 103-4, 110)  **Читатели думают: “Подxодят ли эти слова к тому, что происxодит в рассказе?”** |
| Catchy phrase | Do these words match with what is happening in the story?  *¿*Corresponden las palabras a lo que está pasando en la historia?  **Откуда я знаю, что это слово \_\_\_\_? Как ещё я знаю?** |
| Text: | Unfamiliar patterned text |
| Chart(?): | Add—think about what is happening in the story—to the superhero chart |
| Standard: | K. RL.4  Ask and answer questions about unknown words in a text. |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  We have been practicing matching the words we are reading with the beginning and endings letters in a word. Today we will be practicing another way to match the words with our story. Every time we turn to a new page, we start off by using the pictures and trying to read the words. We can also use the pictures we have seen and the words we have read on other pages to think about whether what we are reading on this page makes sense with the rest of the book. Readers stay on track with what they are reading by thinking…Do these words match with what is happening in the story? |
| **Teach**:  (Demonstration)  Readers think about what is happening in the story to make sure that we stay on track with the words on the page so we do not get confused. Watch as I start this book. The title is \_\_\_\_ and I can see from the pictures on the cover that the book is about \_\_\_. I am going to think about what this book is about to help me with the next page. (Come to the first page and make an error. ie. The book is about fruit and you read something about animals.) Oh, wait. Do these words match with what is happening in the story? I remember from the pictures and words I have read so far that this book is about \_\_\_. Let me try that again. (Reread correctly. Read a few more pages and make a similar error.) Oh, wait. Do these words match with what is happening in the story? (Reread correctly).  As we read, we stay on track with what we are reading by thinking about all of the words and pictures we have read so far to help us figure out this page. Do these words match with what is happening in the story? |
| **Active Involvement:**  Today with your partners, you will use all the clues from the pictures you have seen and the words we have read so far to read the next few pages together. Remember, readers stay on track with what they are reading by thinking…Do these words match with what is happening in the story? Take a look at this page and give it a try using the pictures and checking the words, then we’ll all ask ourselves that question. Do these words match with what is happening in the story? (Repeat this process on the next page.) |
| **Link:**  As we read, we use the picture and check the words on the page. To help you when you are stuck reading by yourself or with a partner, you can also use this new strategy! Readers stay on track with what they are reading by thinking…“Do these words match with what is happening in the story?” |

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| **Unit 7 Mini Lesson 6** | |
| **Unit of Study:** | Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books |
| **Goal:** | Readers notice when there is a tricky part and we take action |
| **Teaching point** *(Kid language!)***:** | Readers never give up! They keep reading by being flexible and trying different strategies if the first one doesn’t work. (p.103, p. 110)  *Los lectores nunca se dan por vencidos. Continuan leyendo, son flexibles y tratán diferentes estrategias si la primera e*strategia no funciona.  **Читатели не сдаются! Они подбирают другую стратегию если первая не сработала.** |
| **Catchy phrase:** | “That didn’t work, what next?”  *“Esta no funcionó, ahora qué?”*  **“Это не работает, что я буду делать дальше?”** |
| **Text:** | Unfamiliar text |
| **Chart(?):** | Existing strategy chart |
| **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. 2. ~~Associate the long and short sounds with common spellings (graphemes) for the five major vowels.~~ 3. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  When superheroes go somewhere to “save the day” the first strategy they try may not work, they may have to try several different strategies to help in a tricky situation. We are just like those superheroes, as readers, we have to try different strategies when we get to a tricky word, because the first one may not work. Readers have to be flexible and may have to try different strategies. We can say to ourselves “That didn’t work, what’s next?” (use gesture with hands out, like a question on the “what next?) You can look at your strategy chart to remind you of things that you can use while we work on being flexible. |
| ***Teach:***  ***[***Use an unfamiliar book. Read a page or so until you get to the tricky word. Try out a strategy that won’t work (ie: sound it out for the word there). “That didn’t work, what next?” Try out another that may not work, (ie: check the picture). ] “That didn’t work, what next?” (if there is a chart in the room, this can be used to move students through the choices) Finally, choose a strategy that will work. Remember, readers have to be flexible and may have to try different strategies. We can say to ourselves “That didn’t work, what next?” |
| ***Active Involvement:***  ***(***Continue with the same book. Read through to another tricky word. Use a strategy that doesn’t work.) “That didn’t work, what next?” *Now, I want you to turn to your partner and think about a strategy that I could use to help me with this tricky word.*  (Have partners turn to each other to think on another strategy they know that could work. Have them refer back to the chart if you have one up. Have students coach you through using another strategy until you get to one that works). Remember, readers have to be flexible and may have to try different strategies. We can say to ourselves “That didn’t work, what next?” |
| ***Link:***  When you are reading, often you will try a strategy that doesn’t work, you need to be flexible and you may have to try different strategies until you find one that does work. If you try a strategy that doesn’t work, say to yourself “That didn’t work, What next?” |
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| **Unit 7 Mini Lesson 7** | |
| **Unit of Study:** | Reader are Brave and Resourceful when we Encounter Hard Words and Tricky Parts in our Books |
| **Goal:** | Readers reread with purpose |
| **Teaching point** *(Kid language!)***:** | When readers realize that the story no longer makes sense, they fix it by going back and re-reading parts that *did* make sense.  *Los lectores vuelven a leer cuando lo que leen no tiene sentido, tratan de arreglarlo volviendo a leer las partes confusas.*  **Читатели перечитывают, когда не понимают о чём читают.** |
| **Text:** | Semi familiar big book, book boxes |
| **Catchy Pharase:** | *“WAIT! This does not make sense in my book.”*  *¡Espera! Esto no tiene sentido en mi libro.*  **“ПОДОЖДИ! Это не имеет смысл.”** |
| **Chart(?):** | Reasons why we reread 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 |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  *Readers, we have been working on using different super powers to figure out tricky parts. Remember that one of our super powers is to go back and reread what we have read. Just like Spiderman uses his tool of shooting webs for many different reasons - like flying through the sky and tying up bad guys - we can use the rereading strategy for many different reasons too. One reason to reread is when we realize that what we have read doesn’t make sense. (Add this to the reasons why we reread chart.)* |
| ***Teach:***  *Today we are going to work on going back to reread when we realize something doesn’t make sense. When we are reading a story and we notice that what we just read doesn’t make sense we need to stop and say “WAIT! This does not make sense in my book.” When this happens we can go back to where the book does make sense and reread those pages to give us a better idea of what the words say in the part that doesn’t make sense. (Teacher models using this strategy. Get to a part that doesn’t make sense. Go back and start looking at the pictures and say what has been happening in the story. How does what’s happening on this page go with the pages I just read? Then put the ideas together and reread until the pages are going together and making sense. That is when we can move on!* When we realize that the story no longer makes sense, we fix it by going back and re-reading parts that *did* make sense. |
| ***Active Involvement:***  Now it is your turn to practice the strategy of rereading when our reading doesn’t make sense. Take out your book boxes and start reading. When you get to a part that doesn’t make sense say “WAIT! This does not make sense in my book!” Then you can go back and look at the pictures and the words that did make sense to find out what the words actually say. |
| ***Link:***  *Now that we have practiced the strategy of rereading when something doesn’t make sense remember to use this super power or strategy. Readers don’t just keep reading when something doesn’t make sense. We stop and say “WAIT! This does not make sense in my book!” Then they go back and reread to figure out what it actually says.* |

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| **Unit 7 Mini Lesson 8** |

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| **Unit of Study:** | Readers Are Brave And Resourceful When We Encounter Hard Words And Tricky Parts in Our Books |
| **Goal:** | Readers reread with purpose |
| **Teaching point** *(Kid language!)***:** | When the words they are reading don’t sound right, readers fix it by re-reading to be sure they are not adding their own words or changing the story (p.104 p.111)  Cuando las palabras no suenan bien, los lectores volvemos a leer para estar seguros de no agregar o cambiar las palabras en la historia.  **Читатели перечитывают, когда слово не подxодит или звучит не правильно.** |
| **Catchy phrase:** | Does this sound like the words that would be in this book?  Suena bien y tiene sentido?  **Подxодит ли сюда слово и звучит ли правильно?** |
| **Text:** |  |
| **Chart(?):** | Reasons Why We Reread chart |
| **Standard:** | K.RF.4 Read emergent-reader texts with purpose and understanding. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we learned about one reason why readers reread and we added it to our chart. We learned that readers reread when their reading doesn’t make sense. Today, we are going to add another reason to our rereading chart. Good readers reread when the words they read don’t sound right. When this happens we can ask ourselves Does this sound like the words that would be in this book*?* We make sure to not add words or change the story. Instead, we re-read to understand what is happening in the story. |
| ***Teach:***  (Using an unfamiliar book, model previewing so you have some context to think about the words you may find in the book to set yourself up for the T.P. Next, model reading the first few sentences/pages. Read with errors in text. Think aloud to yourself. Post the sentence/phrase that you want to model to your students on the board/easel and point to it. Later it will be used during active involvement.) Does this sound like the words that would be in this book*?* I am going to think about what this book is about, and what I read on the last page. Hmmm, that doesn’t make sense as part of the story. (Use the context of the previously read pages/sentences to figure out the word. Model 1-2 more examples. Use a positive example as well. Model crosschecking with correct and incorrect results.) Good readers reread when the words they read don’t sound right. We can ask ourselves Does this sound like the words that would be in this book? We make sure to not add words or change the story. Instead, we re-read to understand what is happening in the story. |
| ***Active Involvement:***  ***(***Use same book, read the next sentence/page making mistakes. You may want to cover words that you will change. This can be done to prevent higher readers from calling out the words.) Have students chorally read the sentence together. Ask them, Does this sound like the words that would be in this book*?*  Have them turn and talk to their partners to discuss the context of the previously read pages/sentences to figure out the word. Use both a positive and negative example) Remember that readers reread when the words they read don’t sound right and they ask themselves, “Does this sound like the words that would be in this book?” We need to do this so that we don’t change the words or the story. |
| ***Link:***  Boys and Girls, anytime you get to a part that doesn’t sound right, ask yourselves “Does this sound like the words that would be in this book?” Because readers reread when the words they read don’t sound right. |

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| **Unit 7 Mini Lesson 9** |

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| **Unit of Study:** | Kindergarten Unit 7 Readers are Brave and Resourceful When we Encounter hard Words and Tricky Parts in Our Books |
| **Goal:** | Readers Reread with Purpose |
| **Teaching point** *(Kid language!)***:** | Readers figure out a word they don’t know by re-reading to get a running start. (p. 104, p. 111)  *Los lectores averiguan una palabra que no conocen para poder iniciar o continuar con la lectura.*  **Читатели перечитывают, чтобы прочитать незнакомое слово.** |
| **Catchy phrase:** | Get a running start to figure out the tricky words.  *Volvemos a leer.*  **Вернись и прочитай сначала.** |
| **Text:** | Unfamiliar Big Book |
| **Chart(?):** | Reasons to reread Chart |
| **Standard:** | K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  d.Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /*l*/, /*r/*,or /*x/.*)  K.RF.4 Read emergent-reader texts with purpose and understanding. |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  Boys and girls, yesterday during lunch recess I saw a student walk up to a puddle. I could tell he wanted to jump over it but instead, he stood there and looked at it for a few minutes. Then, all of a sudden, he walked backwards a little ways then started running. When he was right next to the puddle, he jumped into the air and he flew over it.  This made me think of how readers sometimes need to stop when they come to a tricky word, go back to the beginning of the sentence, and then get a running start to read that tricky word. Today we are going to practice how to do running starts when we come to a tricky word in our book. |
| ***Teach****:*  Now, I will to show you what it looks like to get a running start on a tricky word in my book. Just like the student yesterday who went back and got a running start when he wanted to jump over that puddle, we can go back and get a running start when we come to a tricky word.  (Teacher opens the unfamiliar Big Book to a pre-determined page. Teacher reads the text and when (s)he comes to a tricky word teacher stops and says*,* Hmmm, this is a tricky word. What sounds do I see at the beginning?(Sound out the word by looking at the beginning sound). What are the sounds at theend?(Sound out the ending sound of the word). Now that I know the sounds at the beginningand end of this tricky word*,* I’m going to go back to the beginning of the sentence and get a running start so that I can read all the words*. (*Then models on this page and one other page.) |
| ***Active Involvement:***  Boys and girls, now it’s your turn. I want you to practice getting a running start on this page. (Teacher turns to a pre-determined page and has a word covered with a sticky note.) Remember, when you read and come to a tricky word, you need to look at the beginning sound and say them. (Teacher uncovers just the beginning sound of the word) Readers also look at the end of the word and say those sounds too. (Teacher uncovers just the end sound of the word). Now let’s go back to the beginning of the sentence and get a running start. Remember to say the beginning sound and the ending sound of the tricky word. Let’s try that (group does this a few times together getting a running start until the word “pops” out of their mouths) |
| ***Link:***  Remember that when you come to a tricky word, say the beginning and ending sounds to yourself then go back to the beginning of the sentence and get a running start. This will help you read those tricky words! |

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| **Unit 7 Mini Lesson 10** |

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| **Unit of Study:** | Readers are brave and resourceful when we encounter hard words and tricky parts in our books |
| **Goal:** | Readers reread with purpose |
| **Teaching point** *(Kid language!)***:** | Readers make sure their reading sounds like talking by re-reading and practicing tricky words. (p. 105, p. 111)  *Los lectores vuelven a leer para estar seguros que se escuchan como si están hablando, y practican palabras difíciles para leer con fluidez.*  **Читатели перечитывают и повторяют незнакомые слова, чтобы чтать бегло.** |
| **Text:** | Same big book you used in lesson 8. |
| **Chart(?):** | Reasons why we reread 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  K.RF.4 Read emergent-reader texts with purpose and understanding. |

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| **Mini Lesson:**  **Connection:**  Readers, I have noticed that just like Spiderman uses his web for many different reasons all of you have been doing a great job of rereading for different reasons. Today we are going to look at one more reason to reread. Readers reread and practice tricky words to make sure their reading sounds like talking. Reading should sound like you are talking to someone in a conversation. If you practice talking with someone, you’ll get better at words that you don’t know. Rereading means to read the book over and over again. If you talk to someone over and over about the same thing, then you’ll sound better. You can do this with reading. This is the same with reading tricky words because if we practice them, then our reading will sound better. |
| ***Teach:***  Remember when we read this book (the book you used in lesson 8). We figured out all of the tricky words. I am going to go back and look at what some of them were. When I come to those tricky words, I am going to put a sticky note on them. (Go back and look at the tricky words) Let’s reread these tricky words to figure out what they are. I can also use any of the strategies from our chart. I can practice several times on my own and if I still can’t figure out the tricky word by rereading, I can ask a partner. Now that we know and have practiced our tricky words we can go back and reread the story to make our reading sound like talking. (Go back and reread fluently*).* Readers make sure their reading sounds like talking by re-reading and practicing tricky words. |
| ***Active Involvement:***  Now it is your turn to try this strategy. Get a book from your book box that you know had some tricky words that you need to figure out. Go back and find those words and practice them. I will be giving you some sticky notes. Please put sticky notes on the tricky words that you need help with. You can try to reread those tricky words several times on your own and if you still need help, you can ask a partner. Then with a partner, read the sentence and try to sound like you are talking (Give students a few minute to do this) Now that you have practiced the tricky words go back and reread your whole story to make sure your reading sounds like talking. |
| ***Link:***  Now we have another reason to reread our books. Readers reread to go back and practice tricky words to make sure their reading sounds like talking. In independent reading time make sure that you are rereading for many different reasons just like this one*.* This is also important to do while reading with your partners and make sure to stop and ask them if your reading sounds like you are talking.Readers make sure their reading sounds like talking by re-reading and practicing tricky words. |
| **Mid-Workshop Teaching Point:**  You might want to stop the students and ask, with a show of hands, who is rereading for the different purposes. Challenge the students to see if they can reread their next book for a different reason. |

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| **Unit 7 Mini Lesson 11** |

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| **Unit of Study:** | Readers Are Brave And Resourceful When We Encounter Hard Words and Tricky Parts in Our Books |
| **Goal:** | Readers reread with purpose |
| **Teaching point** *(Kid language!)***:** | Readers check to be sure their retelling is complete by re-reading sections to be sure they didn’t leave anything out. (p. 105, p. 111)  *Los lectores aseguran que su recuento sea completo volviendo a leer para contar todas las partes importantes del cuento.*  **Читатели перечитывают, чтобы пересказать все важные детали рассказа.** |
| **Catchy phrase:** | Characters, setting, events, OH MY! |
| **Text:** | Red Riding Hood by Brenda Parkes |
| **Chart(?):** | Reasons Why We Reread chart |
| **Standard:** | K.RL.2 With prompting and support retell familiar stories including key details  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:***  *Remember how we’ve been learning about the different reasons readers reread? Just like Spiderman uses his web action for different reasons, readers reread for different purposes. We reread when it doesn’t make sense, we reread when something doesn’t sound right, we reread to figure out a word we don’t know and to practice tricky words.*  *Today we are going to learn that good readers also reread to retell all the important parts of the story, with characters, setting and events OH MY! (count off 3 fingers for characters, setting and events then cover mouth for OH MY!)* |
| **Teach:**  We are going to reread Red Riding Hood by Brenda Parkes.\_\_\_\_\_\_(use a previously read big book) to help us retell the important parts of the story with the characters, setting and events OH MY! (Reread up to page 7, close the book and model retelling the important parts of the beginning. ) So if I were going to retell this story or recommend it to my partner, I would think about the most important parts of the story. I would start with what happened at the beginning of the story, then I would talk about the middle, and finally the end. I would say to myself, “Characters, setting, events, Oh MY!” to help me remember.  Okay, so who are the characters so far? The grandmother, the mother, Red Riding Hood, the Big Bad Wolf, and the Forest Ranger. Where has the story taken place so far? That’s the setting. (Turn back to pages 1-7 and flip through the pictures.) Well, so far, it has happened at Red’s House and on the road to grandma’s house. Now, for the events. This is where I would say, “ The story Red Riding Hood starts off with Red skateboarding by her house. Then, she goes inside and makes some pies with her mother. After the pies cool, Red takes them and heads to her Grandma’s house. Her mother and the forest ranger warn her, “Don’t go into the woods” because they know that the Big Bad Wolf lives there.  (Continue re-reading pages 8-17 out loud.) So now I need to talk about what happened in the middle. In the middle, the Big Bad Wolf runs to Grandma’s house and dresses up like her so that he can trick Red Riding Hood. Then, Red Riding Hood comes into the house and notices that Grandma has big ears, big eyes and sharp teeth. After that, the Big Bad Wolf jumps out of the bed and tries to eat Red Riding Hood. Did I remember the characters? Yes! Did I remember the setting? Yes! Did I remember the events? Yes! |
| ***Active Involvement:***  Okay, when we retell, we need to remember to tell all the important parts from the beginning, the middle and the end. So, far I’ve modeled retelling the beginning and the middle. I’m going to re-read the end of the story and then I will retell it to you all. It will be your job to think, did I include all of the important parts from the end of the story?  *(Teacher re-reads the end of the book from 17-24)*  Okay, I remember that *good readers reread to retell all the important parts of the story with the character, setting and events, OH MY! So, in the end they sat down and had pie. Okay, turn to your partners and decide if I did a good job retelling the end. Remember, characters, setting, events, OH MY! (*Have students turn to each other to decide if the retelling had all of its important parts.) Geovanna said that I didn’t remember to include the characters in my retelling. Jose mentioned that I didn’t say anything about the setting. I completely forgot to mention that the Big Bad Wolf was chased by the Forest Ranger into the forest. Oh my!    Now, I’m going to try again. Remember, good readers include all of the important parts from the beginning, middle and end of the story. I’m going to re-tell just the ending right now. Think to yourself, did I do a good job? Remember, “Characters, settings, events, OH MY!” (Model again including all of the important parts.) “In the end of the story, Red Riding Hood throws a pie in the wolf’s face and he slips on her skateboard and flies out the window. The Forest Ranger chases him off into the woods. Finally he, Red Riding Hood and Grandma sit down to eat pie.” Okay, now turn to your partner and tell them if I did a good job retelling the end. (Listen in as students share.) Gerardo and Yuleni were saying that I did a great job retelling the ending because I remembered to say the names of all of the characters. I also remembered to mention the setting and the most important events. They remembered that g*ood readers reread to retell all the important parts of the story with the character, setting and events, OH MY!* |
| ***Link:***  *Today, we learned that good readers* check to be sure their retelling is complete by re-reading sections to be sure they didn’t leave anything out. They remember to tell all the important *parts of the story from the beginning, middle and end. They say to themselves, “Character, setting events, OH MY!” to help them remember to include all of these things.*  *Today and every day, I want you to remember this, because re-reading is a great tool to use when you are trying to retell a story or to recommend a story to a friend. Re-reading helps because you will be sure that you didn’t leave anything out.* |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 7 Mini Lesson 12** |

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| **Unit of Study:** | Readers are brave and resourceful when we encounter hard words and tricky parts in our books |
| **Goal:** | Partners help each other when we encounter tricky parts. |
| **Teaching point:** | Reading partners help each other figure out tricky parts by suggesting different strategies they could use.  Los compañeros se ayudan mutuamente cuando encuentran problemas sugiriendo diferentes estrategias que pueden usar.  **Партнёры помогают друг другу когда один из ниx затрудняется прочитать незнакомое слово.** |
| **Catchy phrase:** | Partners say, “I can help you! Try to…” when they get stuck.  ¡Puedo ayudarte! Trata de…  **Партнёры говорят: ”Я тебе помогу! Попробуй...”** |
| **Text:** | Red Riding Hood by Brenda Parkes |
| **Chart:** | Superpower chart with highlighted strategies listed under “teach” |
| **Standard:** | K.RL.4 Ask and answer questions about unknown words in a text.  K.RL.10 Actively engage in group reading activities with purpose and understanding. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  “We’ve spent the last few months learning how to use our superpowers when we get stuck. Just like superheroes sometimes need help, so do our partners! Sometimes they just can’t figure out a word, no matter how hard they try.  Today, we will be learning how to help our partners when one of us gets stuck on a tricky part. When reading partners get stuck, they help each other out by suggesting different strategies they could use. They say, “I can help you! Try to…” when they get stuck. | | |
| ***Teach:*** *(Guided Practice)*  Reading partners coach each other when they’re stuck by saying, “I can help you. Try to… “  (Teacher points to chart of superpowers on the wall. On the chart, the following is listed:   * Look at the picture and connect it to the word. * Go back and reread up to the tricky word. (get a running start) * Think about where the tricky word is in the sentence, and what would make sense there. * What would sound right?) * Get your mouth ready * Look at the end of the word   So boys and girls, these are the strategies that we have been using this year. Getzaly is going to be my partner. She is going to help me out. Remember, when reading partners get stuck, they help each other out by suggesting different strategies they could use. They say, “I can help you! Try to…” when they get stuck.  (Teacher models reading aloud one sentence from a book and pretends to get stuck) Oh no, I’m stuck. What should Getzaly do? She should say, “I can help you. Try to…” (Direct student (Getzaly) to say this.) (Teacher tries that strategy and it doesn’t work.) Oh no, I’m still stuck, what should Getzaly do? She should say, “I can help you. Try to…” (Direct student (Getzaly) to say this.) (Teacher tries that strategy and it works.)  Getzaly did a good job being my reading partner. When I got stuck, she said, “I can help you. Try to…” and she used several strategies from the chart. She did a good job remembering that when reading partners get stuck, they help each other out by suggesting different strategies they could use. | | |
| ***Active Involvement:***  *Now it’s your turn. I’m going to read aloud from page 12 of our book. When I get stuck, I want you and your partner to turn to each other and think, what strategy could I try? (Teacher reads aloud page 12 up to the word snarled. Then, stop and say, I’m stuck.) I’m stuck boys and girls. Remember,* reading partners help each other figure out tricky parts by suggesting different strategies they could use. You are all my reading partners right now. Turn and tell your partner one strategy I could try. (Listen in on partners, then choose one or two partnerships to suggest strategies out loud.)  Guillermo and Pati, what strategy should I try? (Guillermo and Pati suggest getting a running start. Teacher uses this strategy and it doesn’t work.) Well, that didn’t work. What else can I try? (Teacher chooses another partnership which suggests to try getting your mouth ready. Teacher models this and it works!)  Wow, you were all great reading partners! You remembered that when reading partners get stuck, they help each other out by suggesting different strategies they could use. They say, “I can help you. Try to…” | | |
| ***Link:***  Today we learned that when reading partners get stuck, they help each other out by suggesting different strategies they could use. They say, “I can help you. Try to…”  From now on, whenever you are reading with a partner, and your partner gets stuck, remember to help each other out.Now off you go to practice with your partner! | | |
| **Mid-Workshop Teaching Point:**  *Remember, we don’t tell our partners the tricky word when they get stuck…we help them out by suggesting a superpower to use. We say, “I can help you! Try to…”* | | |
| **Share:**  *Choose a partnership that worked well helping each other out to share how they helped and what strategies were suggested.* | | |
| **Unit 7 Mini Lesson 13** |

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| **Unit of Study:** | Readers are brave and resourceful when we encounter hard words and tricky parts in our books |
| **Goal:** | Partners help each other when we encounter tricky parts. |
| **Teaching point:** | Partners help each other recognize mistakes by saying, “Wait a minute…something’s not right. Think about it. Find it. Fix it.”  *Los compañeros de lectura se dan cuenta cuando sus compañeros cometen un error, y intentan ayudar diciendo, “Un momento. Algo no está bien. Piénsalo, búscalo, arréglalo!.*  **Читатели замечают ошибки и помогают партнёрам заметить и исправить эти ошибки.** |
| **Catchy phrase:** | Readers say, “Wait a minute! Something’s not right. Find it, think about it, fix it!”  *Los lectores dicen, “Espera un minuto! Algo no está bien, búscalo, piénsalo y arréglalo!”*  **“Подожди минутку! Здесь что-то не так. Найди, подумай, исправь!”** |
| **Text:** | Red Riding Hood by Brenda Parkes |
| **Chart:** | * Superpower chart that has word-solving powers on it. You may need to add these, or highlight them from previous lessons. * Find it! Think about it! Fix it! chart |
| **Standard:** | K.RL.10 Actively engage in group reading activities with purpose and understanding. |

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| **Mini Lesson: (**7-10 minutes total)  (This lesson may require two sessions. One of doing it alone, one with a partner)  ***Connection:***  ***(If you or your students have never seen the movie Puss in Boots, you will need to think of a different metaphor.)***  *“*We’ve been working on many different strategies for figuring out a tricky part. Sometimes when we are reading, we think everything is okay when it’s really not. Remember in the movie Puss in Boots, when Puss started thinking that Humpty was a good brother and they were family again? But…in the middle of the movie, he found out that Humpty was working with Jack and Jill and wasn’t so nice anymore. Just like Puss thought everything was fine, sometimes readers think they are reading along just fine. However, we need to learn to notice when something is wrong.  Today, we are going to learn one way we can do that. Readers stop and say, “Wait a minute. Something’s not right. I need to think about it, find it, and fix it.” Reading partners do the same thing. They tell their partners, “Something’s not right” and they help them think about it, find it and fix it. |
| ***Teach:*** *(Guided practice)*  We’ve been reading the book Red Riding Hood for the last few days. I’m going to read out loud, and when I make a mistake, you all will help me to stop, think, find and fix the problem. Remember, this is what good readers and reading partners do.  (Teacher will model reading aloud a section from Red Riding Hood. Teacher will purposefully make a mistake on page 13 in the first sentence.) “Quickly the wolf put on Grandmas’ dressing gown and hat and climbed into the bed” Okay boys and girls…did you hear my mistake? Remember, reading partners tell their partners when something’s not right and they help them think about it, find it and fix it. So, you all are my reading partners, so say “Something is not right. You need to think about it, find it, and fix it.”  (Students say, “Wait a minute. Something’s not right. You need to think about it, find it, and fix it.” Teacher points to head) “I’m thinking about it. (point to the first sentence in the book as you read and think) I said, “Quickly the wolf put on Grandmas dressing gown and hat”. Oh, I found the mistake! I said hat and this word starts with an sc which sounds like /sc/. That word is scarf not hat. Thanks for helping me fix my mistake. You helped me think about it, find it and fix it  You guys did a great job being my reading partners. When I made a mistake, you said, “Wait a minute. Something’s not right. You need to think about it, find it, and fix it.” |
| ***Active Involvement:***  Now it’s your turn to practice with your partner. I’m going to read the first sentence on pg. 14 and I’m going to make a mistake so listen carefully. After I read this sentence you will tell your partner, “Something’s not right. We need to think about it, find it, and fix it.”  (Teacher reads the first sentence making a mistake on the word stood) “Red Riding Hood came into the bedroom and jumped on the bed!” Okay, stop and tell your partner, “Something’s not right. We need to think about it, find it, and fix it.”  (Teacher listens in as partnerships try to fix the sentence) I heard Noeli say that it could not be “jumped on the bed” because she looked at the picture and Red Riding Hood is not on the bed. Then her partner found the mistake. He saw that it said “stood by” not “jumped on”.  You did a great job remembering that reading partners tell their partners when something’s not right and they help them think about it, find it and fix it. |
| ***Link:***  *Today, we learned another way to be a good reading partner. We learned that when our partners make a mistake we don’t ignore it or tell them the answer, we say* “Something’s not right. You need to think about it, find it, and fix it.”  *From now on, when you are reading with a partner or even by yourself, don’t just fly through your reading. Stop and notice when something’s not right, because that’s what readers do. They say, “Wait a minute. Something’s not right think about it , find it, and fix it.”* |
| **Mid-Workshop Teaching Point:**  *Practice noticing when there is a problem with a partner.* |
| **Share:**  Have one or two students who found mistakes and successfully fixed them share. |

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| **Unit 7 Mini Lesson 14** |

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| **Unit of Study:** | Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books |
| **Goal:** | Partners help each other when we encounter tricky parts |
| **Teaching point** *(Kid language!)***:** | Partners help each other find the right strategy by trying several strategies. They say, “Why don’t you try \_\_\_ instead.”  *Los compañeros se ayudan a encontrar estrategias apropiados intentando usar varias estrategias. Dicen, “por qué no intentas usar \_\_\_\_\_\_\_.”*  **Партнёры помогают друг другу подобрать подxодящую статегию/суперсилу.** |
| **Catchy phrase:** | I can help my partner use the right superpower!  ¡Puedo ayudar mi compañero a usar el super poder apropiado!  **Я могу помочь моему партнёру подобрать поxодящую стратегию/суперсилу!** |
| **Text:** | Familiar text (Big Book) |
| **Chart(?):** | Refer back to superpower 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.RL.10 Actively engage in group reading activities with purpose and understanding. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  One of the things superheroes do is that they help each other to solve problems. Yesterday we worked with our partners to learn how to catch each other’s mistakes. Sometimes as readers we make mistakes and we need help just like superheroes. Today we are going to learn that partners can help each other find the right strategy/superpower. |
| ***Teach:***  *(Demonstration)*  *Sometimes our partners get stuck and we notice that something our partner tried did not work. There are a couple things you could say to your partner. Show student chart. You might say:*   * *“Read this again.”* * *“Point under the first part of the word.”* * *“Cover the last part with your thumb and get a running start.”* * *“Think about what would make sense.”*   *(Teacher calls on a capable student or assistant to model partnership)*  *I am going pretend I don’t know how to read these words and my partner is going to help find the right strategy/superpower to use.*  *Hmm…(teacher reads and gets stuck on a word). Partner looks at superpower chart and suggests a strategy for the teacher to use. Repeat this with maybe two more words. Wow, my partner helped me find the right strategy!* |
| ***Active Involvement:***  Remember, your partner can help you find the right strategy/superpower. I am going to read a couple more tricky words. You are going to now work with your partner to help figure out what strategy/superpower that I should use. Teacher reads aloud until she gets to a tricky word. Students turn and talk to figure out a strategy the teacher could use. Do this with several examples. |
| ***Link:***  Now you are going to go off and work with your partner. Remember, your partner can help you find the right strategy/superpower. |
| **Mid-Workshop Teaching Point:**  Help your partners to look and say the parts of the word. As soon as they figure it out, remind your partner to reread it and make it sound like talking. |

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| **Unit 7 Mini Lesson 15** |

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| **Unit of Study:** | Readers are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books |
| **Goal:** | Partners help each other when we encounter tricky parts |
| **Teaching point** *(Kid language!)***:** | Partners make sure they both understand the story by retelling the story to each other.  *Los compañeros aseguran que los dos entienden la historia recontando la historia entre sí.*  **Партнёры пересказывают свои книги друг другу.** |
| **Catchy phrase:** | I’m not done! I need to retell the story to my partner!  *No he terminado. Necesito recontar el cuento a mi compañero*  **Я не закончил(а)! Я должен рассказать свою книгу своему партнёру!** |
| **Text:** | Familiar text (Big Book) |
| **Chart(?):** | Refer back to superpower 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.RL.2 With prompting and support, retell familiar stories, including key details. |

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| **Mini Lesson: (**7-10 minutes total)  ***Connection:***  Yesterday we practiced and we learned how to help each other read tricky words just like super heroes do. Today we are going to learn that partners help each other retell the story. When you finish a book together, don’t say, “I’m done.” Partners retell the story to each other to make sure we both understand what is happening in the book. |
| ***Teach:***  *(Demonstration)*  Remember, partners retell the story to each other to make sure we both understand what is happening in the book. After we read our story to our partner we say, “I’m not done! I need to retell the story to my partner!” (Have students repeat catchy phrase) If you or your partner forgot a part, go back together and reread to find the missing part. If you think you partner may not be right, then you can go back together and reread to fix the retelling.  I am going to show you what this means. (Teacher retells a very familiar book and misses a key element in the retelling). Teacher models with assistant, a capable student or a puppet. After the teacher retells the story the student or assistant says if they agree with the retelling and if they understood what was happening in the story. |
| ***Active Involvement:***  Now you are going to work with your partners. Partner A is going to read a book from their book box. (Or a copy of a familiar book) Partner A will then retell their story. Then partner B will check to make sure partner A retold the story correctly. If time allows partner B can read and then retell the story. |
| ***Link:***  Today when you go off to read with your partners remember to think, “I’m not done! I need to retell the story to my partner!” Partners retell the story to each other to make sure we both understand what is happening in the book. |
| **Mid-Workshop Teaching Point:**  Remind students**, “**If you think your partner may not be right, then you can go back together and reread to fix the retelling.” |