**Unit 9 Table of Contents**

*Giving the Gift of Reading/Reading across Genres*

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| [Lesson 3](#lesson3) | Readers practice reading nonfiction books by changing their voice and pointing to visual information (p. 126-127). K.RML.9-3  *Los lectores cambian su voz y apuntan a la información visual cuando practican la lectura de libros informativos.* | 14-15 |
| [Lesson 4](#lesson4) | Readers practice reading poetry/songs by matching their voice and movement to the rhythm (p. 127.130). K.RML.9-4)  *Los lectores practican la lectura asegurándose que su voz y movimientos corresponden al ritmo de la poesía/canción.* | 16-17 |
| [Lesson 5](#lesson5) | Readers learn to become better readers by sharing the good and tricky parts of their read aloud and setting goals (p. 125,128-129). K.RML.9-5  *Para ser un mejor lector los lectores comparten sobre las partes fáciles y las partes difíciles de su lectura en voz alta y hacen metas.* | 18-19 |
| [Lesson 6](#lesson6) | Readers recover from mistakes and stuck points by rereading even in front of an audience (p.128) K.RML.9-6  *Los lectores corrigen sus errores o partes en que se atoran volviendo a leer aun enfrente de su audiencia.* | 20-21 |
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| ***Kinder Reading Unit 9***  ***Unit of Study Planning Template*** | ***Dates:*** |

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| Unit: | Giving the Gift of Reading/Reading across Genres |

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| Goals:  *(These should align with Essential Questions. Each goal is developed in the following planning pages- one per goal.)* | * *Readers practice to read with voices and actions appropriate to the craft and structure of a text chosen for a specific audience.* |

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| Essential Questions:  *(These should be aligned with Goals.)* | * *How should my voice sound when I am reading \_\_\_\_\_\_\_? (poems, fiction, nonfiction, specific word/sentence)* * *What should my gestures look like when I am reading \_\_\_\_\_\_\_?(poems, fiction, nonfiction, specific word/sentence)* |

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| Standards: | * K.RF.1 Demonstrate understanding of the organization and basic features of print.  1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper- and lowercase letters of the alphabet.  * 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.RL.1 With prompting and support, ask and answer questions about key details in a text. * K.RL.3 With prompting and support, identify characters, settings, and major events in a story. * K.RL.5 Recognize common types of texts (e.g., storybooks, poems) * K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). * K.RL.10 Actively engage in group reading activities with purpose and understanding. * K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear. * 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.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. * K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly. |

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| Key Vocabulary: | * Audience/ audiencia * Fluency/ Fluidez * Expression/expresión * Intonation / entonación * Genres / géneros * Gestures/Gestos * Narrator/Narrador(a) * Voice/Voz * Storyteller’s voice / Voz de narrador(a) * Pause/Pausa * Volume/volumen |

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| Anchor Texts: | **(Familiar books from previous units Fiction and Nonfiction)**   * La Gallanita Roja /The Little Red Hen * Little Pig, Elephant & Piggy Books (Candlewick Press Brand New Readers series) * I Like Me (Nancy Carlson) * Mrs. Wishy Washy- E * No David (David Shannon) * Olivia * Pinkalicious * Pollita Chiquita * Scholastic High Frequency Readers * The Gingerbread Man * Three Little Pigs * Nonfiction animal books * Nonfiction plant books |

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| Other Resources: | * School Library, picking appropriate books for audience |

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| **Assessment:**  ***(Including CCSS performance task.)*** | *FORMATIVE* | *SUMMATIVE* |
| * Assessment checklist | * Final read aloud |

Unit of Study at a Glance Planner

| **UNIT 9** *Giving the Gift of Reading/Reading across Genres* |
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| **GOAL:1**  *Readers practice to read with voices and actions appropriate to the craft and structure of a text chosen for a specific audience.* |
| **MINILESSONS:** |
| * Readers choose books carefully by asking themselves what kind of book their audience might want to hear(p.124, 126-127). K.RML.9-1 * Readers practice reading fiction books by changing their voices and gestures (p.126-127). K.RML.9-2 * Readers practice reading nonfiction books by changing their voice and pointing to visual information (p. 126-127). K.RML.9-3 * Readers practice reading poetry/songs by matching their voice and movement to the rhythm (p. 127.130). K.RML.9-4 * Readers learn to become better readers by sharing the good and tricky parts of their read aloud and setting goals (p. 125,128-129). K.RML.9-5 * Readers recover from mistakes and stuck points by rereading even in front of an audience (p.128) K.RML.9-6 * Readers read a book well by letting a book show them how it should be read (p.126) K.RML.7 * Readers plan turn and talk by marking a page with a sticky note (p.130) K.RML.9-8 |

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| **WORKSHOP CALENDAR FOR:** | **Kindergarten Reading Unit 9** | Date: |
| **Unit of Study: Unit 9** | *Giving the Gift of Reading/Reading across Genres* | Charts: |

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| **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| Readers choose books carefully by asking themselves what kind of book their audience might want to hear (p.124, 126-127). K.RML.9-1  *Los lectores escogen libros cuidadosamente preguntándose, que tipo de libro le gustaría escuchar a la audiencia.* | Readers practice reading fiction books by changing their voices and gestures (p.126-127). K.RML.9-2  *Los lectores cambian su voz y gestos cuando practican la lectura de libros de ficción.* | Readers practice reading nonfiction books by changing their voice and pointing to visual information (p. 126-127). K.RML.9-3  *Los lectores cambian su voz y apuntan a la información visual cuando practican la lectura de libros informativos.* | Readers practice reading poetry/songs by matching their voice and movement to the rhythm (p. 127.130). K.RML.9-4)  *Los lectores practican la lectura asegurándose que su voz y movimientos corresponden al ritmo de la poesía/canción.* | Giving the Gift of Reading Celebration   * Choose the book to read at next celebration |
| Readers learn to become better readers by sharing the good and tricky parts of their read aloud and setting goals (p. 125,128-129). K.RML.9-5  *Para ser un mejor lector los lectores comparten sobre las partes fáciles y las partes difíciles de su lectura en voz alta y hacen metas.* | Readers recover from mistakes and stuck points by rereading even in front of an audience (p.128) K.RML.9-6  *Los lectores corrigen sus errores o partes en que se atoran volviendo a leer aun enfrente de su audiencia.* | Readers read a book well by letting a book show them how it should be read (p.126) K.RML.9-7  *Los lectores leen un libro correctamente dejando que el libro les muestre como se debe leer*. | Readers plan turn and talk by marking a page with a sticky note (p.130) K.RML.9-8  *Los lectores planean puntos de discusión marcando las páginas con un papelito.* | Giving the Gift of Reading Celebration |

**Unit of Study Assessment Checklist**

*Giving the Gift of Reading/Reading across Genres*

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| Name | Recognize common types of text | Read fluently with purpose | Self-correct/monitor for meaning |  |  |  |  | Notes |
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* = Beginning √= Developing X= Secure

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| **Unit 9 Mini Lesson 1** |

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| **Unit of Study:** | *Giving the Gift of Reading/Reading across Genres* |
| **Goal:** | *Readers practice to read with voices and actions appropriate to the craft and structure of a text chosen for a specific audience.* |
| **Teaching point**: | Readers choose books carefully by asking themselves what kind of book their audience might want to hear them read (p.124, 126-127). K.RML.9-1  Los lectores escogen libros cuidadosamente preguntándose, qué tipo de libro le gustaría escuchar a la audiencia. |
| **Catchy phrase:** | Let’s give the gift of reading! ¡Demos el regalo de la lectura! |
| **Text:** | Book bins to dig through as you select a book for a friend |
| **Chart(?):** | none |
| **Standard:** | K.RL.5 Recognize common types of texts (e.g., storybooks, poems)  K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly. |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  Readers, have you ever picked out a gift for someone special? It could be anything in a store, a hug or a good story. Raise your hand if you have had lots of good stories read to you. What a nice gift! Today we are going to start thinking about how we can share the gift of reading with others. It is your turn to read to a special audience. We will be practicing a lot to prepare, but first things first! Readers choose books carefully by asking themselves what kind of book their audience might want to hear them read. |
| **Teach:**  Let’s see. I think my teaching assistant would love to receive the gift of reading from me!  (start rummaging through available book options)  Oh, I love this book about \_\_\_, but that is my favorite, not hers. Hmmm this book about gross things might be a good book for someone else, but not for her.  I need to think about what she likes. Readers choose books carefully by asking themselves what kind of book their audience might want to hear them read. I know she loves to learn about animals. Maybe I can find a book about animals that she would enjoy. Well, this one is a fiction book, and I think she would learn more about animals from a non-fiction book. This one looks good.  Now I am ready to practice reading my book so it will sound like a beautiful gift! |
| **Active Involvement:**  Now it is going to be your turn to help choose a book. Readers choose books carefully by asking themselves what kind of book their audience might want to hear. If we read a book to \_\_\_\_\_\_\_\_\_\_, what kind of book do you think he/she might like to hear you read?  Take a minute for private think time. Now turn and talk to your partner about what might be a good book to choose for that person. (Time permitting, turn and talk again about a book that person would not be as interested to hear you read.) |
| **Link:**  Today we will draw names to see which of your classmates you can give the gift of reading to. While you are reading today, be on the lookout for the right book because readers choose books carefully by asking themselves what kind of book their audience might want to hear them read. |

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| **Goal:** | Readers practice to read with a storyteller’s voice and actions appropriate to the craft and structure of a text chosen for a specific audience. |
| **Teaching point** (Kid language!): | Readers practice reading fiction books by changing their voices and gestures (p.126-127). K.RML.9-2  Los lectores cambian su voz y gestos cuando practican la lectura de libros de ficción. |
| **Catchy phrase:** | Make the story come alive! Be a storyteller! İSe un narrador! |
| **Text:** | Mo Willems: Don’t Let the Pigeon Drive the Bus! |
| **Chart(?):** | Begin Fiction Chart |
| **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.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  K.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly. |

**Unit 9 Mini Lesson 2**

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  We just picked a special book to share the exciting gift of reading with someone else. What make a story so special are not just the words or beautiful pictures: it is the way we share that story with others! When the author wrote the story and imagined you reading it, it sounded and looked a certain way. When we choose to share the gift of reading, we can practice and practice to make our voices and gestures match how the author wanted us to share the story. |
| **Teach:**  Readers, today you will get to make your story come alive by using your gestures and your voice to tell the story. When you choose a fictional book, you can make the story come alive by being the storyteller. You get to think about what a character is thinking and feeling to help you tell the story. (Begin to create a chart entitled “How to share the gift of reading”. Leave one side of the chart to write reminders for nonfiction texts(Lesson 3), and begin a list for fictional texts. Entitle this portion: Be a storyteller!). Good storytellers change the tone and volume of their voices to match what is going on in the story (add “tone” and “volume” to the chart). Good storytellers also pay attention to the punctuation that the author uses (add examples of punctuation to the chart). Finally, good storytellers use gestures to match what is going on in the story (add” gestures” to the chart). When you use tone, volume, punctuation, and gestures to help you tell the story, you are telling the story the way the author meant the story to be shared. Watch as I try to use these tips to read like a storyteller. If I am not reading like a storyteller, please remind me, “Make the story come alive! Be a storyteller!” (Read a page from Don’t Let the Pigeon Drive the Bus without expression or gestures. When prompted, reread the same page using the chart to remind you of how to read like a storyteller. Read 1 or 2 more pages with and without the guidelines.) |
| **Active Involvement:**  Now, we are going to practice reading more of our story together, using voice, tone, punctuation, and gestures to be good storytellers (read 2-3 pages more as practice. Stop where needed to remind students: Make the story come alive! Be a storyteller!) |
| **Link:**  Good storytellers use voice, tone, punctuation and gestures to make the story come alive. During independent reading time, get the special book you have chosen to share as a gift. Today you will practice and practice this book on your own so it will be a gift ready to share with others. As you practice, remind yourself: Make the story come alive! Be a storyteller! |
| **Mid-Workshop Teaching Point: Be a storyteller!** |
| **Share:** |

**Unit 9 Mini Lesson 3**

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| **Unit of Study:** | Giving the Gift of Reading/Reading across Genres |
| **Goal:** | Readers practice to read with voices and actions appropriate to the craft and structure of a text chosen for a specific audience. |
| **Teaching point** (Kid language!): | Readers practice reading nonfiction books by changing their voice and pointing to visual information (p. 126-127). K.RML.9-3  Los lectores cambian su voz y apuntan a la información visual cuando practican la lectura de libros informativos. |
| **Catchy phrase:** | Be a teacher. Sé un maestro. |
| **Text:** | Non-fiction animal big book (preferably one with a diagram and not much text--If your big book has too much text, then tape in some simpler sentence strips.) |
| **Chart(?):** | How to Share the Gift of Reading, add non-fiction reminders column (p.129, started lesson 2) |
| **Standard:** | K.RF.4 Read emergent-reader texts with purpose and understanding.  K.R1.7 With prompting and support, describe the relationship between illustrations and the text in which they appear. |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  Readers, yesterday we worked on how to make the gift of reading special by using your voice and gestures to make a story come alive. We added these things to the “Gift of Reading” chart to help us remember. If you are reading a different kind of book, you might need to change how your voice sounds and what you do with your hands. Non-fiction books that teach about animals instead of telling a story would not sound right if we read them with the voice of the Big Bad Wolf. Readers practice reading nonfiction books by changing their voice and pointing to visual information. We’ll start a new section of the chart today called “Be a Teacher!” |
| **Teach:** (Demonstration)  I have this book about animals that I would like to share. (read the first page in a Big Bad Wolf voice). Oops! I guess I need to practice reading nonfiction books by changing my voice and pointing to visual information. This is my teaching voice. (Add “teaching voice” to chart. Read a few pages and start pointing out relevant visual information with asides.) Did you see what I did there? I pointed out that that graph/chart/diagram showed \_\_\_, just like I was reading about. Watch as I read a few more pages to see how I practice reading nonfiction books by changing my voice and pointing to visual information. |
| **Active Involvement: (try to save a diagram in your big book for this part)**  Readers, I have read most of a non-fiction book using my teaching voice and pointing to visual information. Now I am going to turn the page and have you help me. To get ready, let’s get our voices warmed up. Can you say “A fish has scales.” (Un pez tiene escamas.) Now say the same thing in your Big Bad Wolf voice. Now say the same thing in your Little Red Riding Hood voice. Now say the same thing in your teaching voice. That sounds like a good voice for this non-fiction book. Remember that readers change their voice to match the book. Readers practice reading nonfiction books by changing their voices AND pointing to visual information (point to chart bullet), so get your pointer fingers ready in case we have some important visual information to point out.  (Either have kids echo read chorally or read along with you. When you get to a diagram, have the boys stand up and point to one part from their places and state…”A fish has fins/whatever is relevant.”) Wow! Great job being a teacher boys. That’s the way to read non-fiction. ( Next, have all of the girls stand up from their places and point to another part of the diagram and state what it is.) Thank you ladies, way to “Be a teacher!” |
| **Link:**  Readers now that we have practiced reading nonfiction books by changing our voices and pointing to visual information, you can use this strategy whenever you read nonfiction books. Some of your gift of reading books are non-fiction. Remember to look at our chart for help as you practice your gift of reading book by yourself today. |

**Unit 9 Mini Lesson 4**

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| **Goal:** | Readers practice to read with voices and actions appropriate to the craft and structure of a text chosen for a specific audience. |
| **Teaching point** (Kid language!): | Readers practice reading poetry/songs by matching their voice and movement to the rhythm (p. 127.130). K.RML.9-4  Los lectores practican la lectura asegurándose que su voz y movimientos corresponden al ritmo de la poesía/canción. |
| **Catchy phrase:** | I can sing like a storyteller! Slow down (gesture) or speed up (gesture)! |
| **Text:** | The Itsy Bitsy Spider, La Pulga de San José (Big Book with song) (youtube often has good examples of dramatizing songs or chants if you need more ideas) |
| **Chart(?):** | How to share the gift of reading |
| **Standard:** | K.RF.4 Read emergent-reader texts with purpose and understanding.  K.RL.5 Recognize common types of texts (e.g., storybooks, poems) |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  We have practiced and practiced reading our fiction and non-fiction books as storytellers and teachers. The way we read our books helps those who are listening enjoy the story, learn new information, or feel the emotion of a text. Today we are going to find out how to we can use song and rhyme to share the gift of reading. |
| **Teach:**  When we chant or sing songs in our classroom, we often use gestures and movement or change our voices to make it more exciting and interesting. Today, we will continue this work as we find songs or rhymes in our books. Just like when we practice our fictional books, when we sing or read rhyming parts in our books, we can change the tone, volume, and speed of our voices while we use gestures (refer to the “How to share the gift of reading” chart; add “speed”). When you are reading or singing a rhyme, you can find the rhyming words and pause after saying or singing each rhyming word. Some parts you read or sing faster, and some parts you read or sing slower. The tune of the song helps us remember when to slow down or speed up. Watch how I can sing “The Itsy Bitsy Spider” and change the tone, volume, and speed of my voice while I use gestures. When it is time to slow down in our song, I’ll say, “Slow down!” and use this gesture (come up with a gesture with your class). When it is time to speed up our song, I’ll say, “Speed up!” and use this gesture. (Sing/read the first part of the book/song. For the faster parts of the song, say, “Speed up!”; for slower parts of the song, say “Slow down!”) (Demonstrate a few pages of the book of your choice). Good storytellers change gestures, tone, volume, and speed of their voices to make their reading come alive. |
| **Active Involvement:**  Now, we get to practice singing like storytellers together! Let’s continue with our song/rhyme. Good storytellers change gestures, tone, volume, and speed of their voices to make their reading come alive. When I make this gesture (you decide), we will speed up. When I make this gesture (you decide), we will slow down. (Continue with guided practice for a few pages/stanzas and encourage students to gesture with you. When we sang this song, there were song parts that were faster and some parts that were slower. This helps us here rhyming in our stories and songs. |
| **Link:**  Today when you go off to practice giving the gift of reading, find parts that rhyme or that can be sung. Good storytellers change gestures, tone, volume, and speed of their voices to make their reading come alive. Remind yourself: I can sing like a storyteller! Speed up! or…Slow down! |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

**Unit 9 Mini Lesson 5**

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| **Unit of Study:** | Giving the Gift of Reading/Reading across Genres |
| **Goal:** | Readers practice to read with voices and actions appropriate to the craft and structure of a text chosen for a specific audience. |
| **Teaching point** (Kid language!): | Readers learn to become better readers by sharing the good and tricky parts of their read aloud and setting goals (p. 125,128-129). K.RML.9-5  Para ser un mejor lector los lectores comparten sobre las partes fáciles y las partes difíciles de su lectura en voz alta y hacen metas. |
| **Catchy phrase:** | Reread. Vuelve a leer. |
| **Text:** | A quick pattern book (preferably with questions) or part of Brown Bear |
| **Chart(?):** | The Gift of Reading chart (add reread for fluency/refer to when creating goals) |
| **Standard:** | K.SL.3 Ask and answer questions in order to seek help, get information, or clarify.  K.SL.4- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  K.RF.4 Read emergent-reader texts with purpose and understanding. |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  Readers, you worked hard at rereading your books over and over to give the gift of reading to your classmates. Rereading is so important we are going to add it to the bottom of our “Gift of Reading” chart. (Add “We reread”) Today you are going to use the chart to help you set a goal to make your new gift of reading book sound the best it can. Readers learn to become better readers by sharing the good and tricky parts of their read aloud and setting goals. |
| **Teach:**  (Read everything off of the chart.) Hmm. I will have to decide which thing I need to work on most after I try reading my book. I am going to practice reading my new book one time and see how it goes. (Read a few pages of a quick pattern story, use no gestures, but finish very strongly.) Well, readers learn to become better readers by sharing the good and tricky parts of their read aloud and setting goals. So, now I need to think about a good part and a tricky part (hold up two fingers). Well, I felt really confident on that last page. I remembered the change at the end and made my voice sound like a storyteller. That was the good part. Now I need to think about a tricky part that I could make better. (Look back at chart.) Oh, gestures! I did not move my hands at all. My goal will be to add gestures. On this page, for example, where it says “What do you see?” I will hold up my hands like this.  Now that I decided on my goal I am going to draw the gestures sketched picture that matches our chart and write “gestures” on this sticky note. Watch how I am sticking it on the front of my book. Every time I practice my book that sticky note reminder will help me remember to use gestures. Each time I reread this book practicing my goal, I will put a tally mark right here below it. |
| **Active Involvement:**  Now will you help me practice my goal? Let’s look at the sticky note. There is the picture and word that tells me to practice my gestures. Wiggle your fingers and arms and get ready to use lots of gestures as we read through this time! (READ THE BOOK CHORALLY WITH GESTURES). Now we are ready to add a little tally mark on my sticky note. Thanks for your help! I will add another tally mark next time I practice and when I have 10 tally marks I should be reading much better. Readers learn to become better readers by sharing the good and tricky parts of their read aloud and setting goals like mine. |
| **Link:**  Today when you go out to work on reading with a partner, I will give you each a sticky note so that you can record your goal after you share the good parts and tricky parts of your read aloud. Once you have your goal, try to practice reading your book four times so that you can add four tally marks to your sticky note today. |

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| **Unit 9 Mini Lesson 6** |

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| **Unit of Study:** | Giving the Gift of Reading/Reading across Genres |
| **Goal:** | Readers practice to read with a storyteller’s voices and actions appropriate to the craft and structure of a text chosen for a specific audience. |
| **Teaching point** (Kid language!): | Readers recover from mistakes and stuck points by rereading even in front of an audience (p.128) K.RML.9-6Los lectores corrigen sus errores o partes en que se atoran volviendo a leer aun enfrente de su audiencia. |
| **Catchy phrase:** | Oops! Let me try that again. İOops! Dejame intentarlo de nuevo. |
| **Text:** | One of the texts from a previous mini lesson (preferably a patterned text) |
| **Chart(?):** | How to Share the Gift of Reading |
| **Standard:** | 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.SL.6 Apply audibly and express thoughts, feelings, and ideas clearly. |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  Remember, we have been practicing rereading to be the best storytellers and teachers we can be. In order to be the best we can be, we set goals for ourselves to decide what we can make better. Even though we want our gift of reading to be the best it can be, it will not be perfect. You might make a mistake. That is okay because you can reread to try it again. Your listener will understand. |
| **Teach:**  Readers, when you make a mistake or get stuck, even in front of an audience, don’t worry or give up! You can say, “Oops! Let me try that again!” and go back and remember what you have already read. Sometimes it helps to remember the pattern in your book and then try reading the hard part again. When you go back and try it again, that is a sign that you are growing as a reader. Watch and listen as I share the gift of reading. If I make a mistake, will I cry or give up? NO! I’ll say, “Oops! Let me try that again!” (Add this saying to the bottom of the chart under “We reread.”) Then I’ll reread to remind myself how my book goes and try that hard part again. Don’t worry! My listeners will understand! (Practice rereading one of the texts from a previous lesson, preferably a patterned text. Model getting stuck, saying “Oops! Let me try that again!” and rereading to read the tricky part). Thanks for understanding, audience! It would have been really boring if I had stopped and not tried to solve the problem at all. |
| **Active Involvement:**  \*\*\*Students will need to bring their “gift” books to the carpet for active engagement.\*\*\*Now, teachers and storytellers, you will practice sharing the gift of reading with your partner. If you make a mistake, don’t worry! Your partner will understand. You can say, “Oops! Let me try that again!” and reread to remind yourself how your book goes and try that hard part again. (Have reading partners share their “gift” books with each other. If you hear prolonged silence, remind students to say: “Oops! Let me try that again!” and reread.) |
| **Link:**  Readers, as you get ready to share your gift of reading with someone special, this is an exciting time. If you make a mistake, don’t worry! Your audience will understand! Today, you will get to share the gift of reading with a special audience member (stuffed animal or special object). You can say, “Oops! Let me try that again!” if you get stuck. Then, reread to try it again. |
| **Mid-Workshop Teaching Point:** |
| **Share:** |

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| **Unit 9 Mini Lesson 7** |

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| **Unit of Study:** | Giving the Gift of Reading/Reading across Genres |
| **Goal:** | Readers practice to read with voices and actions appropriate to the craft and structure of a text chosen for a specific audience. |
| **Teaching** point (Kid language!): | Readers read a book well by letting a book show them how it should be read (p.126) K.RML.9-7  Los lectores leen un libro correctamente dejando que el libro les muestre como se debe leer. |
| **Catchy phrase:** | Be a storyteller. Sé un narrador. Be a teacher. Sé un maestro. Reread. Vuelve a leer.  (review all associated with chart) |
| **Text:** | 1 fiction, 1 non-fiction, 1 poetry book/song |
| **Chart(?):** | How to Share the Gift of Reading |
| **Standard:** | K.RF.4 Read emergent-reader texts with purpose and understanding.  K.RL.5 Recognize common types of texts (e.g., storybooks, poems) |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  Readers, you have been doing a great job of rereading your gift of reading books. We are almost ready to share them! You all chose different, interesting books that you thought your audience might enjoy. For example, some of you chose books to teach your audience about an animal and some of you chose books with funny stories. We need to remember that our books will sound quite differently from each other when they are read well. Readers read a book well by letting the book show them how it should be read. |
| **Teach:**  I have three different books here and they need to be read three different ways. Readers read a book well by letting the book show them how it should be read. The first book I have goes with this part of the chart. It is a fiction book so I am going to remember to do all these things on the chart and be a storyteller. Listen to me read one page.  The second book I have is a non-fiction book. Readers read a book well by letting the book show them how it should be read. This particular book corresponds with this part of the chart and I am going to remember to use a teaching voice and point out the visual information. Listen to me read one page of this book.  The third book I have here is a poetry book. Readers read a book well by letting the book show them how it should be read. In this case, I am going to want to remember to be a storyteller when I read this one. Listen to how I change the volume of my voice when I read this part of the book and how I pause after each rhyming word. |
| **Active Involvement:**  (Open all the books across the chalk rail.) Now it is your turn to match a way of reading with a kind of book. I will start reading one of these stories without standing next to it. Your job will be to quickly point to which book you think I am reading by using the clues of how I am reading and gesturing. Let’s practice pointing quickly. Which book is purple? Wow, you pointed quickly!  Now let’s try matching a way of reading with a kind of book. Remember to point as soon as you have a clue from my voice or gestures. (Start reading from one of the books without approaching the book. When you do the informational book just vaguely hold up your pointer finger and point to the air instead of walking to the book. I would probably do that one last. Make sure to pause after rhyming in the poetry book.)  Great matching! Readers read a book well by letting the book show them how it should be read and you know how each of these books should make a reader look and sound. |
| **Link:**  Whenever you are reading you need to think about how the book should make you look and sound. Remember this when you are practicing your gift of reading book for the big day. Are you reading the book well by letting it show you how it should be read? This is also a question we can ask about every book we come across. |

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| **Unit 9 Mini Lesson 8** |

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| **Unit of Study:** | Giving the Gift of Reading/Reading across Genres |
| **Goal:** | Readers practice to read with voices and actions appropriate to the craft and structure of a text chosen for a specific audience. |
| **Teaching point**: | Readers plan turn and talk by marking a page with a sticky note (p.130) K.RML.9-8  Los lectores planean puntos de discusión marcando las páginas con un papelito. |
| **Catchy phrase:** | I can stop and share! ¡Puedo parar y compartir! |
| **Text:** | Any Familiar text fiction or nonfiction |
| **Chart(?):** | You may refer to the chart created on lesson 2 and 3 for a quick review |
| **Standards:** | K.RF.4 Read emergent-reader texts with purpose and understanding.  K.RL.5 Recognize common types of texts (e.g., storybooks, poems)  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 |

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| **Mini Lesson:** (7-10 minutes total)  **Connection:**  Boys and girls remember how we used sticky notes to mark our favorite part in a book and talk to our partner about it? Today we are going to do something similar. I will teach you how to plan a “turn and talk” point by marking it with a sticky note. |
| **Teach:**  An important part of giving the gift of reading is also sharing our own opinion and our thoughts about a topic. For example you might want share more about a picture in you book by pointing out details, you might want to use a sound effect or facial expression to make the story come alive or make the information more exciting. You could use a sticky note to remind yourself of these important moments in your books. Watch as I reread my book to find those important moments I want to share with my audience. (Demonstrate adding a few sticky notes, saying: “I can stop and share!” and thinking aloud about why you placed the sticky notes where you did. Reread the book, stopping and adding those details on the marked pages). Notice I only picked 2-3 important parts to share with my audience. I don’t need a sticky note for every page. |
| **Active Involvement:**  \*\*\*Students need to bring their “gift” books to the carpet.\*\*\*So now let’s practice finding an important part in your book to share the gift of reading. You get to add 1 sticky note when you find an important moment in your book. Think to yourself, “I can stop and share!” when you find an important moment to add a sound effect, facial expression, or important detail about the picture. |
| **Link:**  When we share the gift of reading, we can stop at important moments to share details, make sound effects, or facial expressions to make the story come alive or make the information more exciting. Find 2-3 important moments in your book that you think are important to share with your audience. You can say, “I can stop and share!” |
| **Mid-Workshop Teaching Point:** |
| **Share:** |