

Unit 3- Bigger Books, Bigger Reading Muscles

Timeframe- January 28th - March 22nd

The Essential Learning Goals of Unit 3:

Bend I:

Students can...

- read more difficult books with greater independence.
- use multiple strategies to read familiar and unfamiliar books.
- recognize patterns when reading.
- apply extra strength to their super powers when reading.
- monitor their reading (meaning and syntax).
- use meaning and think deeply about a book.
- retell the book (who, where, what happened).
- build fluency and phrasing through rereading.
- use book talk power to hold conversations with peers.

Bend II:

Students can...

- monitor their reading (visual).
- retell the book (who, where, what happened).
- use initial letters, blends, digraphs and ending sounds to read tricky words.
- build fluency and phrasing through rereading.
- use book talk power to hold conversations with peers.

Bend III:

Students can...

- predict what might happen next.
- apply extra strength to their super powers when reading.
- use book talk power and build fluency through rereading.

In order to prepare for this bend you should:

- Begin introducing blends and digraphs

- Create student reading mats
- Alphabet book tubs
- Individual student book bags

Mentor Texts

- Picnic by Phyllis Root
- Pete the Cat and His Four Groovy Buttons by Eric Litwin
- Cat and Mouse by Phyllis Root
- It's Super Mouse by Phyllis Root
- Pizza by Phyllis Root
- Can You See the Eggs by Jenny Giles
- Ethan's Cat by Joanna Hurwitz
- Wake Up, Dad by Beverley Randall
- Oh, the Places You'll Go by Dr. Seuss
- Dragonflies by Margaret Hall
- My Bug Box by Pat Blanchard

How will we know if they have learned it? What formative assessments will we use?

Assessments

- Running Records
- [Concepts About Print assessment](#)
- Snap word assessment
- Reading Checklist/Rubric
- Individual and small group conferencing

Anchor Charts

- Challenging Books Have...
- We Are Super Readers!
- Readers Read With A Partner
- Patterns, Patterns, Patterns Change!
- Check Your Reading
- With ABC books, Readers Can...
- Super Readers Retell

Read Aloud and Shared Reading

Read Aloud: *Dragonflies* by Margaret Hall

Shared Reading: *My Bug Box* by Pat Blanchard

Week of:	Session/Session Title	What do we want students to learn? Essential Learning Goals:	How will we know if they have learned it? What Common Formative Assessments will we use?	What will we do if they do not learn it? What interventions can be provided?	What will we do if students already know it? What enrichment activities can we use?	Resources
1/28/19-2/1/19	<i>Sessions 1- Tackling More Challenging Books</i> (2 days)	Readers will draw on what they know to tackle more challenging texts.	Checklist Can the child organize their book mat?	<ul style="list-style-type: none"> • Small group instruction to review reading strategies. • Review letter sounds and snap words. 	<ul style="list-style-type: none"> • Provide students with more challenging books. 	<ul style="list-style-type: none"> • Create "Challenging Books have..." chart (found on page 4). • Picnic • Level C book • Student reading mats
	<i>Session 2-Readers Use Patterns to Help Them Read Almost Every Page</i> (2 days)	Readers will use the pattern to help them read more challenging books.	Checklist Can the child use pattern power?	<ul style="list-style-type: none"> • Small group instruction to review reading strategies. • Reinforce identifying story patterns using Level A books. • Review letter sounds and snap words. 	<ul style="list-style-type: none"> • Provide students with more challenging books. 	<ul style="list-style-type: none"> • Picnic • More challenging text • Add "We have pattern power." Post-it to "We Are Super Readers" anchor chart • Add "Guess What's Next" to "Readers Read

						with a Partner" anchor chart
						Suggested Share Activity - Class Pattern Book
	<p><i>Session 3- Readers Figure Out the Changing Words in the Pattern</i></p> <p>(1 day)</p>	<p>Readers will search the picture and use the first letter to solve unknown words.</p>	<p>Checklist</p> <p>Can the child use the picture and first letter to solve unknown words?</p>	<ul style="list-style-type: none"> Reinforce letters/letter sounds. Small group instruction to review using the picture to help you read. 	<ul style="list-style-type: none"> Provide students with more challenging books. 	<ul style="list-style-type: none"> "Pete the Cat and his Four Groovy Buttons" Pizza Post-Its
2/4/19-2/8/19	<p><i>Session 4- Readers Use All of Their Super Powers to Read Pattern Breaks in Books</i></p> <p>(2 days)</p>	<p>Readers will use all their Super Powers to figure out the words when the pattern breaks.</p>	<p>Checklist</p> <p>Can the child identify the pattern break?</p>	<ul style="list-style-type: none"> Small group instruction to review patterns. Practice reading Level B books that contain pattern breaks. Use "Patterns, Patterns, Patterns, Change" chart (found on page 24). 	<ul style="list-style-type: none"> Provide students with more challenging books. Have students create their own book with a pattern break. 	<ul style="list-style-type: none"> "Pete the Cat and his Four Groovy Buttons" Picnic "Patterns, Patterns, Patterns, Change" chart (found on page 24). <p>Suggested Share Activity - Create pattern breaks</p>
	<p><i>Session 5- Readers Check Their Reading</i></p> <p>(2 days)</p>	<p>Readers will check their reading to be sure it make sense and if it doesn't they need to fix it.</p>	<p>Checklist</p> <p>Can the child check their reading?</p>	<ul style="list-style-type: none"> Small group instruction with appropriate level texts to support checking for reading. 	<ul style="list-style-type: none"> Provide students with more challenging books. 	<ul style="list-style-type: none"> Cat and Mouse "Check Your Reading" anchor chart (found on page 30)

				<ul style="list-style-type: none"> Reference "Check Your Reading" anchor chart (found on page 30). 		
	<p><i>Session 6- Readers Use the Pattern and the Ending to Understand Their Books</i></p> <p>(1 day)</p>	<p>Readers will use the patterns and their endings to better understand their books.</p>	<p>Checklist</p> <p>Can the child summarize the story they are reading?</p>	<ul style="list-style-type: none"> Small group instruction with appropriate level texts Review summarizing the text using the pattern and story ending. Reference "Partners can introduce books!" chart (found on page 40). 	<ul style="list-style-type: none"> Provide students with more challenging books. Allowing more time to talk with partners about their texts (introduce, read and swap books). 	<ul style="list-style-type: none"> "Partners can introduce books!" chart (found on page 40) It's Super Mouse Pizza
	Bend II					
2/11/19-2/15/19	<p><i>Session 7- Readers Use Their Letter-Sound Knowledge to Help Them Read the Words on the Page</i></p> <p>(2 days)</p>	<p>Readers will use their letter-sound knowledge to read the words on the page.</p>	<p>Checklist</p> <p>Can the child read words using letter-sound knowledge?</p>	<ul style="list-style-type: none"> Reviewing letters, letter sounds and snap words. Allow students more time to explore alphabet books. 	<ul style="list-style-type: none"> Provide students with more challenging books. Expose students to multi-syllabic words. 	<ul style="list-style-type: none"> Sam's Story Alphabet book tubs Prepare "With ABC Books, Readers Can..." anchor chart Small copies of alphabet for students book bags (Foundations)
	<p><i>Session 8- Readers Use Their Letter-Sound Knowledge to Help</i></p>	<p>Readers will use their letter-sound knowledge to read</p>	<p>Checklist</p> <p>Can the child read words</p>	<ul style="list-style-type: none"> Reviewing letters, letter sounds and snap words. 	<ul style="list-style-type: none"> Provide students with more challenging books. 	<ul style="list-style-type: none"> Sam's Story- add post-its throughout book

	<p><i>Them Read Unknown Words</i></p> <p>(2 days)</p>	<p>the words on the page.</p>	<p>using letter-sound knowledge?</p>	<ul style="list-style-type: none"> • Allow students more time to explore alphabet books. • Create alphabet book with small group. 	<ul style="list-style-type: none"> • Expose students to multi-syllabic words. 	<ul style="list-style-type: none"> • Large Alphabet chart <p>Suggested Share Activity - Create alphabet book</p>
<p>2/25/19-3/1/19</p>	<p><i>Session 9- Readers Can Notice Consonant Clusters to Help Solve Unknown Words</i></p> <p>(2 days)</p>	<p>Readers will use consonant clusters to solve unknown words.</p>	<p>Checklist</p> <p>Can the child identify blends and digraphs in unknown words?</p>	<ul style="list-style-type: none"> • In small group, review consonant clusters and blends. • Reviewing letters, letter sounds and snap words. 	<ul style="list-style-type: none"> • Provide students with more challenging books. • Expose students to multi-syllabic words. 	<ul style="list-style-type: none"> • Can You See the Eggs? • White boards • Paint or chocolate syrup and milk (to demonstrate blending) • Blends and digraphs chart for student book bags and to display for whole class • Add "Alphabet Pop It!" to "Readers Read with a Partner" anchor chart
	<p><i>Session 10- Readers Look to the Ends of Words as They Read</i></p> <p>(1 day)</p>	<p>Readers will look closely at the beginning and ending to solve a word.</p>	<p>Checklist</p> <p>Can the child identify and read ending sounds?</p>	<ul style="list-style-type: none"> • In small group, review consonant clusters and blends. • Reviewing letters, letter sounds and snap words. 	<ul style="list-style-type: none"> • Provide students with more challenging books. • Expose students to multi-syllabic words. 	<ul style="list-style-type: none"> • Can You See the Eggs? (cover up word endings in text) • "We Will Go" poem with words covered (found on page 70)

				<ul style="list-style-type: none"> Review and identify various word endings. 		
	<p><i>Session 11- Readers Preview a Page and Locate Known Words before Reading</i></p> <p>(2 days)</p>	<p>Readers will preview page and locate snap words before reading.</p>	<p>Checklist</p> <p>Can the child hunt for snap words?</p>	<ul style="list-style-type: none"> In small group, review consonant clusters and blends. Reviewing letters, letter sounds and snap words. Use magnetic letters to review snap words and breaking word with endings. 	<ul style="list-style-type: none"> Provide students with more challenging books. Expose students to multi-syllabic words. 	<ul style="list-style-type: none"> Can You See the Eggs? Copy of snap words for students' book bags
3/4/19-3/8/19	<p><i>Session 12- Readers Check Their Reading</i></p> <p>(2 days)</p>	<p>Readers will check over their reading to make sure it makes sense, sounds right and looks right. If it doesn't they will fix it.</p>	<p>Checklist</p> <p>Can the child check and fix their reading?</p>	<ul style="list-style-type: none"> In small group, review consonant clusters and blends. Reviewing letters, letter sounds and snap words. Use the "Check Your Reading!" anchor chart 	<ul style="list-style-type: none"> Provide students with more challenging books. 	<ul style="list-style-type: none"> Add "Does it look right?" to the "Check Your Reading!" anchor chart Can You See the Eggs?
	Bend III					
	<p><i>Session 13- As Books Become Harder, Readers Need New Kinds of Picture Power</i></p> <p>(1 day)</p>	<p>Readers will use extra strength picture power to read harder books. They will look at the whole picture to think about what they</p>	<p>Checklist</p> <p>Can the child use the whole picture to help them read?</p>	<ul style="list-style-type: none"> In small group model and think aloud how to look at the whole picture. Allow students more time to share their picture power. 	<ul style="list-style-type: none"> Provide students with more challenging books. 	<ul style="list-style-type: none"> "Pomp and Circumstance" song <i>Oh, the Places You'll Go</i> by Dr. Seuss <i>Picnic</i> by Phyllis Root

		see and what is happening.				<ul style="list-style-type: none"> • <i>Ethan's Cat</i> by Johanna Hurwitz • <i>Extra Strength</i> icon for picture power
	<p><i>Session 14- Readers Can Lean on Their Snap Word Power When Books Become Less Patterned</i></p> <p>(2 days)</p>	Readers will use their extra strength picture power and snap word power to read books without patterns.	<p>Checklist</p> <p>Can the child use picture power and snap word power together?</p>	<ul style="list-style-type: none"> • In small group model and think aloud how to look at the whole picture. • Allow students more time to share their picture power. • Review taught snap words and review how to turn a word into a snap word (p. 101). 	<ul style="list-style-type: none"> • Provide students with more challenging books. • 	<ul style="list-style-type: none"> • <i>Wake Up, Dad</i> by Beverly Randell • <i>Extra Strength</i> icon for snap word power
3/11/19-3/15/19	<p><i>Session 15- Readers Can Read Snap Words with Inflected Endings</i></p> <p>(2 days)</p>	Readers will read snap words even when they have an inflected ending.	<p>Checklist</p> <p>Can the child identify snap words in disguise?</p>	<ul style="list-style-type: none"> • In small group review snap words. Create a list of snap words that are in "disguise" • Choose leveled text for guided reading that have examples of snap words in disguise. 	<ul style="list-style-type: none"> • Provide students with more challenging books. • 	<ul style="list-style-type: none"> • <i>Hide and Seek</i> by Lila (Heinmann) • Magnetic letters (share)
	<p><i>Session 16- Readers Use All They Know about Stories to Make Predictions</i></p>	Readers will Use all they know about stories to make predictions.	<p>Checklist</p> <p>Can the child make predictions?</p>	<ul style="list-style-type: none"> • In small group model and think aloud how to use what they know 	<ul style="list-style-type: none"> • Provide students with more challenging books. • 	<ul style="list-style-type: none"> • <i>Wake Up, Dad</i> by Beverley Randell • "Super Readers Retell!" (p. 112)

	(2 days)			<p>about stories to make a prediction.</p> <ul style="list-style-type: none"> • Allow students more time to share their thinking. 		
3/18/19-3/22/19	<p><i>Session 17- Readers Need Extra-Strength Reread Power to Bring Their Books to Life</i></p> <p>(2 days)</p>	<p>Readers will use reread power to make their books come to life.</p>	<p>Checklist</p> <p>Can the child reread?</p>	<ul style="list-style-type: none"> • In small group model how to reread and bring a book to life. • Allow students more time to reread. 	<ul style="list-style-type: none"> • Provide students with more challenging books. • 	<ul style="list-style-type: none"> • Wake Up, Dad by Beverley Randell
	<p><i>Session 18- Readers Need Extra-Strength Book Talk Power</i></p> <p>(2 days)</p>	<p>Readers will use extra strength book talk power to talk to their partners about their book.</p>	<p>Checklist</p> <p>Can the child talk about the book with their partner?</p>	<ul style="list-style-type: none"> • In small group model how to use book talk power with a partner. • Use Super Readers Retell! Chart (p.119) 	<ul style="list-style-type: none"> • Provide students with more challenging books. • Provide students more time to have conversations with partners. 	<ul style="list-style-type: none"> • "Pomp and Circumstance" song • "We Are Super Readers!" chart • Wake Up, Dad by Beverley Randell • Extra Strength icon for book talk power • "Super Readers Retell!" • "Readers Read with a Partner" • "Hooray" poem (Share)
	<p><i>Session 19- Celebration: Readers Use All Their Powers to Read New Books</i></p>	<p>Readers will use all of their powers to read challenging books.</p>	<p>Checklist</p>	<ul style="list-style-type: none"> • In small group refer to anchor charts, ask students to show where they have tried some of the 	<ul style="list-style-type: none"> • Provide students with more challenging books. 	<ul style="list-style-type: none"> • Anchor Charts from Unit III

	<i>(1 day)</i>			strategies in their reading.		
--	----------------	--	--	------------------------------	--	--