

Unit 4- Becoming Avid Readers

Timeframe- March 25th - May 17th

The Essential Learning Goals of Unit 4:

Bend I:

Students can...

- read more challenging fictional books with greater independence.
- use multiple strategies to read/reread familiar and unfamiliar books.
- monitor their reading (meaning and syntax).
- Read fictional stories thinking about what is happening and how their characters are feeling.
- socialize around books with "clubmates".

Bend II:

Students can...

- read more challenging non - fiction books with greater independence.
- use multiple strategies to read/reread familiar and unfamiliar books.
- Ask questions while they read.
- socialize around non- fiction books with "clubmates".
- talk like an expert and share what they learned from non - fiction books.

Bend III:

Students can...

- read poems with greater independence; reading with fluency and phrasing
- match their voices to the poem to show feeling and understanding.
- create new poems.

In order to prepare for this unit you should:

Bend I

- Selection of fiction books for students to read independently.
- Collection of photos of children looking like avid readers and blah readers.

- Playdate mats with charts
Bend II
- Selection of non - fiction books for students to read independently.
- Playdate mats with charts
Bend III
- Poems
- Playdate mats with charts

Mentor Texts

- *The Carrot Seed* by Ruth Krauss
- *The Three Billy Goats Gruff*
- *Dragonflies* by Margaret Hall
- *Honey Bees* by Martha E.H. Rustard

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

Assessments

- Running Records
- Snap word assessment
- Reading Checklist/Rubric
- Individual and small group conferencing

Anchor Charts

- Avid Readers ...
- Readers Read with a Partner
- Reading Playdates
- Avid Nonfiction Readers...

Read Aloud and Shared Reading

Read Aloud: *Not Norman* by Kelly Bennett

Shared Reading: *Gossie* by Olivier Dunrea


Week of:	Session/Session Title	What do we want students to learn?	How will we know if they have	What will we do if they do not learn it?	What will we do if students already	Resources
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		Essential Learning Goals:	learned it? What Common Formative Assessments will we use?	What interventions can be provided?	know it? What enrichment activities can we use?	
3/25/19-3/29/19	<i>Sessions 1- What is an Avid Reader?</i> (1 day)	Readers will understand what an avid reader is.	Checklist Can the student compare/contrast avid readers-blah readers?	<ul style="list-style-type: none"> Small group instruction to review traits of an avid reader. 	<ul style="list-style-type: none"> Provide students with more challenging books. 	<ul style="list-style-type: none"> Create "Avid Readers" chart (found on page 4). Avid and Blah reader pictures to sort (Heinemann website)
	<i>Session 2-Reacting to Books</i> (2 day)	Readers will react to books and share their reactions with others.	Checklist Can the student react to books/share reactions?	<ul style="list-style-type: none"> Small group instruction to discuss types of feelings and review reading strategies. 	<ul style="list-style-type: none"> Students will have the opportunity to write about their reactions to the stories they read. 	<ul style="list-style-type: none"> Post-Its to mark pages that they react to The Carrot Seed by Ruth Krauss Itsy Bitsy Spider "Avid Readers" anchor chart Super Mouse by Phyllis Root
	<i>Session 3-Capturing Thinking about Books</i> (2 day)	Readers will record their thinking about books to share with partners.	Checklist Can the student record thinking?	<ul style="list-style-type: none"> Small group instruction to discuss types of feelings and review reading strategies. 	<ul style="list-style-type: none"> Students will have the opportunity to write about their reactions to the stories they read. 	<ul style="list-style-type: none"> The Carrot Seed by Ruth Krauss "Readers Read with a Partner" anchor chart ("Talk about Important Parts" post it) Post Its to create happy and sad faces Refer back to Avid Readers picture sort chart

4/1/19- 4/5/19	<i>Session 4- Avid Readers Reach for Just-Right Words to Describe Feelings</i> (2 days)	Readers will choose more specific words to describe their feelings more clearly.	Checklist Can the student record thinking?	<ul style="list-style-type: none"> Small group instruction to discuss types of feelings and review reading strategies. 	<ul style="list-style-type: none"> Students will have the opportunity to write about their reactions to the stories they read. 	<ul style="list-style-type: none"> Not Norman by Kelly Bennett Post Its "Readers Read with a Partner" chart (add the "Play Guess the Feeling!") Character Feelings list (create your own)
	<i>Session 5- Avid Readers Reflect and Set Goals for Themselves</i> (1 day)	Readers will set goals for their reading.	Checklist Can the student sets goals?	<ul style="list-style-type: none"> Small group instruction to assist students with setting personal reading goals. 	<ul style="list-style-type: none"> Provide students time to work with a partner to discuss how they can achieve their set goals. 	<ul style="list-style-type: none"> Individual student versions of "I am a Super Reader!" chart (to cut and glue their goals) "We are Super Readers" anchor chart
	<i>Session 6- Avid Readers Make Playdates</i> (2 days)	Readers will participate in reading playdates.	Checklist Can the student work in a playdate?	<ul style="list-style-type: none"> Small group modeling of partner playdates. 	<ul style="list-style-type: none"> Brainstorm other ways to have reading playdates. 	<ul style="list-style-type: none"> Reading playdate mats "Check Your Reading!" anchor chart "Reading Playdates" anchor chart "Signs of a Good Read-Aloud" chart (no post its, create your own, page 39)
4/8/19- 4/12/19	<i>Session 7- Playing Pretend</i> (1 day)	Readers will act out the story.	Checklist Can the student play pretend?	<ul style="list-style-type: none"> Small group modeling of how to act out the story. 	<ul style="list-style-type: none"> In small groups act out their favorite stories using exact story words. 	<ul style="list-style-type: none"> Not Norman by Kelly Bennett Add "Play Pretend" to "Reading Playdates" chart

						("Act it out" and "Use gestures")
	<i>Session 8- Close Reading and Book-Based Pretending</i> (2 days)	Readers will act out the story how the author wants it to be.	Checklist Can the student play pretend?	<ul style="list-style-type: none"> Small group modeling of how to act out the story. 	<ul style="list-style-type: none"> In small groups act out their favorite stories using exact story words. 	<ul style="list-style-type: none"> Not Norman by Kelly Bennett "We are Super Readers" chart Speech bubble post its
	<i>Bend II</i>					
	<i>Session 9- Thinking About and Reacting to Nonfiction Texts</i> (2 days)	Readers will think about and react to stories they read.	Checklist Can the student react to non-fiction texts?	<ul style="list-style-type: none"> Small group to discuss ways to react to stories. 	<ul style="list-style-type: none"> Students will write about their reactions to each book they read. 	<ul style="list-style-type: none"> Venus Flytrap video "Avid Nonfiction Readers" chart ("Think: Wow!" and "Ask questions") chart Book baskets with Non-Fiction texts Post its in book bins "We are Super Readers" chart
4/15/19-4/17/19	<i>Session 10- Talking Like and Expert</i> (2 days)	Readers will use words from their nonfiction texts to explain what they have learned.	Checklist Can the student talk like an expert?	<ul style="list-style-type: none"> In small group review nonfiction vocabulary from a select text. 	<ul style="list-style-type: none"> Students will write their own nonfiction texts and include "expert words" 	<ul style="list-style-type: none"> Honey Bees by Martha E.H. Rustad Venus Fly Trap videos "Avid Nonfiction Readers" anchor chart (add "use fancy topic words") "Partners Share" chart
4/29/19-5/3/19	<i>Session 11- Nonfiction Reading Playdates</i>	Readers will participate in reading	Checklist Can the student work in a non-fiction playdate?	<ul style="list-style-type: none"> Small group modeling of partner 	<ul style="list-style-type: none"> Brainstorm other ways to have reading 	<ul style="list-style-type: none"> Reading playdate mats "Check Your

	(1 day)	playdates.		playdates.	playdates.	Reading!" anchor chart
	<i>Session 12- Falling in Love with Topics</i> (2 days)	Readers will work in a small group to discover a topic of interest.	Checklist Can the student find a topic they love?	<ul style="list-style-type: none"> In small group model how to find a common topic of interest. 	<ul style="list-style-type: none"> Students will write their own nonfiction texts and include "expert words" 	<ul style="list-style-type: none"> Restock student baggies to ensure that students have books with common topics "Readers Talk About Books" charts Topic bins to use with reading clubs
	<i>Session 13- Avid Nonfiction Readers Notice Similarities and Differences in Books</i> (2 days)	Readers will compare book information by looking for similarities and differences.	Checklist Can the student compare/contrast books?	<ul style="list-style-type: none"> In small group discuss the words <i>similar</i> and <i>different</i>. Then work to identify the similarities and differences between texts. 	<ul style="list-style-type: none"> Use Venn Diagram to compare texts 	<ul style="list-style-type: none"> Dragonflies by Margaret Hall Honey Bees by Martha E.H. Rustad "Readers Read with a Partner" anchor chart (add "Pay attention to how things are similar and different- to the chart") "We are Super Readers" anchor chart "Reading Playdates" anchor chart (add "What's the same? What's different?" post it to "Play Games")
5/6/19-5/10/19	<i>Session 14- Avid Nonfiction Readers Pretend</i>	Readers will pretend and act out parts of	Checklist Can the student	<ul style="list-style-type: none"> Small group modeling of how to act out the 	<ul style="list-style-type: none"> Students will act out the stories they wrote in 	<ul style="list-style-type: none"> Venus Flytrap video Honey Bees by Martha E.H. Rustad

	(1 day)	nonfiction texts.	pretend with nonfiction books?	story.	small group.	<ul style="list-style-type: none"> Dragonflies by Margaret Hall
	<i>Bend III</i>					
	<i>Session 15- Reading for Meaning and Rhythm and Fun</i> (2 days)	Readers will get the rhythm and feeling of the poem by reading it again and again.	Checklist Can the student read with tone and rhythm?	<ul style="list-style-type: none"> In small group reread and discuss the feeling of the poem. 	<ul style="list-style-type: none"> Provide students with more challenging poems. 	<ul style="list-style-type: none"> Assortment of poems in table tub. Familiar song/nursery rhyme "Avid Poetry Readers" anchor chart Create "How to Read a Poem" Chart on pg. 91.
	<i>Session 16- Readers Bring Out a Poem's Meaning and Feeling</i> (2 days)	Readers will use the feeling of the poem to read it well.	Checklist Can the student match voice to feeling?	<ul style="list-style-type: none"> In small group reread and discuss the feeling of the poem. 	<ul style="list-style-type: none"> Provide students with more challenging poems. 	<ul style="list-style-type: none"> Reading Playdate anchor chart (add read with feeling). Poem "The Swing". Post its
5/13/19-5/17/19	<i>Session 17- Becoming a Copycat Poet</i> (2 days)	Readers will create new poems with similar sound patterns.	Checklist Can the student create a new poem?	<ul style="list-style-type: none"> In small group do a shared writing activity and create a new poem with similar sound pattern. 	<ul style="list-style-type: none"> Provide students with extended time to create new poems. 	<ul style="list-style-type: none"> "Avid Poetry Readers" Chart "Click Beetle" and "Read Words, Write Words". "How to Be a Copycat Poet".
	<i>Session 18- Avid Readers' Poetry Extravaganza</i> (2 days)	Celebration				

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