

Unit 1- We Are Readers

Timeframe-September 20th through November 2nd

What do we want students to learn?

The Essential Learning Goals of Unit I:

Bend I:

Students can...

- learn about the world through reading.
- reread to learn more.
- understand that pictures hold meaning.
- *demonstrate rituals and routines of Reader's Workshop.*
- *fall in love with reading books.*
- *begin to have conversations about familiar books with reading partners.*
- *display an understanding of "Concepts of Print"(ie: read left to right, hold the book correctly, turn pages, identify front cover and back cover, and know the difference between a letter and word).*

Bend II:

Students can...

- approximate reading by storytelling alongside the pictures in very familiar books.
- *demonstrate rituals and routines of Reader's Workshop.*
- *fall in love with reading books.*
- *begin to have conversations about familiar books with reading partners.*
- *display an understanding of "Concepts of Print".*

In order to prepare for this unit you should:

Begin to read "The Three Billy Goats Gruff", "The Carrot Seed" and other story book favorites such as "Goldilocks and the Three Bears", "The Three Little Pigs", and "Mrs. Wishy-Washy".

- Establish management of workshop (ie: signal to get students' attention, how to gather on rug, turn&talk partnerships)
- Prepare "Learn about the World" table tubs
- Gathering Song on chart paper
- Label classroom and hallway

- Start to create potential partnerships
- Prepare "Storybook" table tubs
- Wrap storybooks like presents
- Gathering Song on chart paper
- Three Billy Goats Gruff puppets

Mentor Texts

- The Three Billy Goats Gruff
- The Carrot Seed by Ruth Krauss
- Trucks by Will Mara
- Cat and Mouse by Phyllis Root
- Mrs. Wishy Washy by Joy Cowley
- The Beetle Alphabet Book by Jerry Pallotta
- The Picnic by Phyllis Root

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

Assessments

- Letter and Sound Recognition
- [Concepts About Print assessment](#)
- Reading Checklist/Rubric
- Individual and small group conferencing

Anchor Charts

- *We Are Readers*
- *Readers Read With a Partner*
- *Readers Learn From Books Too!*
- *We Are Storybook Readers*

Read Aloud and Shared Reading

Read Aloud: *The Carrot Seed* by Ruth Krauss (p.114-121)

Shared Reading: *Mrs. Wishy Washy* by Joy Cowley and familiar nursery rhyme (p.122-130)

Week of:	Session/Session Title	What do we want students to learn?	How will we know if they have learned it? What Common Formative	What will we do if they do not learn it?	What will we do if students already know it?	Resources
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		Essential Learning Goals:	Assessments will we use?	What interventions can be provided?	What enrichment activities can we use?	
<i>September 17th & September 18th please review rituals and routines with your students. You may also read some first day of school read alouds.</i>						
9/20/18 to 9/21/18	<i>Sessions 1- Readers Read the World</i> (1 day)	Readers walk through the world on the lookout for things to read.	Checklist Can child identify/read a word in their environment?	<ul style="list-style-type: none"> • Labels in the classroom • Read the room center • Vocabulary flashcards with picture 	<ul style="list-style-type: none"> • Alphabet books 	<ul style="list-style-type: none"> • Gathering Song • Labels for environment (classroom/hallway) • Environmental print slide show • Begin "We Are Readers" anchor chart
	<i>*Session 2- Readers Read Books to Learn about the World</i> (1 day)	Readers just don't read stories they read books to learn about the world.	Checklist Can the child share something they have learned from their chosen text?	<ul style="list-style-type: none"> • Continued exposure to "Learn about the World" books • Learn about the World- Read Alouds 	<ul style="list-style-type: none"> • Leveled "Learn about the World" books 	<ul style="list-style-type: none"> • Gathering Song • Add "We can learn." post-it to "We Are Readers" anchor chart • "The Beetle Alphabet Book" • "The Three Billy Goats Gruff" • "Learn about the World" texts for students <p style="text-align: right;"><i>*Suggested share activity- Reading with others to learn information</i></p>
	<i>Session 3- Readers Read by Themselves and with Others</i> (2 days)	Readers will understand the routines of private and partner reading.	Checklist Can the child read privately and with a partner?	<ul style="list-style-type: none"> • Review routines daily • Model appropriate behavior • Display pictures for 		<ul style="list-style-type: none"> • "Readers Read with a Partner" anchor chart • Double sided private/partner reading sign • Post-its for each table

9/24/28 to 9/28/18	<p><i>*Session 4- Readers Read a Book from Cover to Cover</i></p> <p>(2 days)</p>	<p>Readers will read a book from cover to cover.</p>	<p>Checklist</p> <p>Can the child read a book from cover to cover?</p>	<p>students to reference</p> <ul style="list-style-type: none"> Review routines daily Model appropriate behavior 	<ul style="list-style-type: none"> Encourage students to not just look at pictures but also look at text. 	<ul style="list-style-type: none"> "The Beetle Alphabet Book" "Trucks" by Wil Mara Add "Share Wow! Pages" to "Readers Read with a Partner" anchor chart Concepts About Print assessment <p><i>*Suggested share activity- Fishbowl a partnership that worked well together</i></p>
	<p><i>Session 5- Readers Reread</i></p> <p>(1 day)</p>	<p>Readers will reread and monitor their reading for meaning.</p>	<p>Checklist</p> <p>Can the child reread a text?</p>	<ul style="list-style-type: none"> Review routines daily Model appropriate behavior 	<ul style="list-style-type: none"> Encourage students to not just look at pictures but also look at text. 	<ul style="list-style-type: none"> "The Beetle Alphabet Book" (Share: Cover text to reveal parts we can learn from) Add "Reread to Learn More" post-it to "Readers Read with a Partner" anchor chart
10/1/18 to 10/5/18	<p><i>Session 6- Readers Reread a book by Putting All the Pages Together</i></p> <p>(2 days)</p>	<p>Readers will reread to put all the pages together in a book.</p>	<p>Checklist</p> <p>Can the child reread using the phrase "and then" to link the pages?</p>	<ul style="list-style-type: none"> Review routines daily Model appropriate behavior 	<ul style="list-style-type: none"> Encourage students to not just look at pictures but also look at text. 	<ul style="list-style-type: none"> "The Beetle Alphabet Book"
	<p><i>Session 7- Readers Reread to Rethink</i></p> <p>(1 day)</p>	<p>Readers will reread to rethink.</p>	<p>Checklist</p> <p>Can the child reread and think about the text?</p>	<ul style="list-style-type: none"> Review routines daily Model appropriate behavior 	<ul style="list-style-type: none"> Encourage students to not just look at pictures but also look at text. 	<ul style="list-style-type: none"> Post-its (used to add "pinch of you" to book) "The Beetle Alphabet Book" Add "Add a pinch of you." Post-it to

						"Readers Read with a Partner" anchor chart
	<p><i>Session 8- Rereading Helps Readers Learn from Words in Books, Too</i></p> <p>(2 days)</p>	<p>Readers will use both the pictures and the words to help them learn more.</p>	<p>Checklist</p> <p>Can the child use pictures and words to learn more in each book?</p>	<ul style="list-style-type: none"> • Review routines daily • Model appropriate behavior • Practice sight words 	<ul style="list-style-type: none"> • Encourage students to not just look at pictures but also look at text. 	<ul style="list-style-type: none"> • "The Beetle Alphabet Book" • Begin "Readers Learn from books, too!" anchor chart • Add "Read the pictures and the words." post-it to "Readers Read with a Partner" anchor chart • "Helping Kids with Beginning Words" chart (found on page 45)
10/8/18 to 10/12/18	<p><i>Session 9- Readers Sound Like Teachers When They Read Learn-About-the-World Books</i></p> <p>(2days)</p>	<p>Readers will sound powerful like a teacher when reading.</p>	<p>Checklist</p> <p>Can the child sound like a teacher when reading?</p>	<ul style="list-style-type: none"> • Review routines daily • Model appropriate behavior 	<ul style="list-style-type: none"> • Encourage students to not just look at pictures but also look at text. 	<ul style="list-style-type: none"> • Add "We sound like a teacher." Post-it to "Readers LEARN from books, too!" anchor chart • Choose a few non-fiction texts to model how to read in a powerful voice
	Bend II					
10/8/18 to 10/12/18	<p><i>Session 10- Readers Can read Stories They Have Heard a Zillion Times</i></p> <p>(2 days)</p>	<p>Readers will turn old favorites into stories they can read on their own.</p>	<p>Checklist</p> <p>Can the child read old favorites on their own?</p>	<ul style="list-style-type: none"> • Small group exposure to old favorites. 	<ul style="list-style-type: none"> • Encourage students to not just look at pictures but also look at text. 	<ul style="list-style-type: none"> • Begin "We Are Storybook Readers" anchor chart • "The Three Billy Goats Gruff"
	<p><i>Session 11- Readers Work Hard to Make the Words They</i></p>	<p>Readers will match their words to the</p>	<p>Checklist</p> <p>Can the child match their</p>	<ul style="list-style-type: none"> • Small group exposure to old favorites. 	<ul style="list-style-type: none"> • Encourage students to not just look at pictures 	<ul style="list-style-type: none"> • Add "We make the words and the pictures match." Post-it to "We Are

10/15/18 to 10/19/18	<i>Read Match the Page They Are Reading (2 days)</i>	page they are reading.	words to the page they are reading?		but also look at text.	Storybook Readers!" anchor chart • "The Three Billy Goats Gruff"
	<i>Session 12- Readers Know How to Get Their Own Old Favorite Storybooks (1 day)</i>	Readers will make NEW old favorite storybooks.		• Small group exposure to old favorites.	• Encourage students to not just look at pictures but also look at text.	• Create "How to Make an Old Favorite" chart (found on page 67)
	<i>Session 13- Readers Use Exact Character Words (2 days)</i>	Readers will use exact character words when reading.	Checklist Can the child use exact characters words when reading?	• Small group exposure to old favorites.	• Encourage students to not just look at pictures but also look at text.	• Three Billy Goats Gruff puppets • "The Three Billy Goats Gruff" • Add "We talk like characters." Post-it to "We Are Storybook Readers!" anchor chart
10/22/18 to 10/26/18	<i>Session 14- Readers Reread Old Favorites, Remembering to Say More and More of the Story (2 days)</i>	Readers will use the words on the page to say more when reading.	Checklist Can the child use the words on the page to say more when reading?	• Small group exposure to old favorites.	• Encourage students to not just look at pictures but also look at text.	• Phonemic Awareness song (found on page 76) • "The Three Billy Goats Gruff" or "The Carrot Seed" • "The Beetle Alphabet Book" • Alphabet chart (Share)
	<i>Session 15- Readers Use Special Connecting Words to Put Storybook Pages Together</i>	Readers will use connecting words (and the...after that) to connect one page to the next.	Checklist Can the child use connecting words?	• Small group exposure to old favorites.	• Encourage students to not just look at pictures but also look at text.	• "The Three Billy Goats Gruff" • Add "We use words to join the pages together" to 'We Are Storybook Readers!' anchor chart.

	(2 days)					<ul style="list-style-type: none"> Teacher demonstration writing piece to show how to use connecting words.
	<i>Session 16- Readers Use More and More Words that Are Exactly the Same in Their Old Favorites</i> (1 day)	Readers will sound exactly like the book.	Checklist Can the child use the exact words from the story?	<ul style="list-style-type: none"> Small group exposure to old favorites. 	<ul style="list-style-type: none"> Encourage students to not just look at pictures but also look at text. 	<ul style="list-style-type: none"> Familiar song that students have heard many times. "The Carrot Seed" and "The Three Billy Goats Gruff" Add "We read more and more exact words" to 'We Are Storybook Readers!'
10/29/18 to 11/2/18	<i>Session 17 - Readers can Point to and Read Some Words in Their Old Favorites</i> (2 days)	Readers will point to and read some of the words in the book.	Checklist Can the child read some of the words?	<ul style="list-style-type: none"> Small group exposure to old favorites. 	<ul style="list-style-type: none"> Encourage students to not just look at pictures but also look at text. 	<ul style="list-style-type: none"> "The Carrot Seed" and "The Three Billy Goats Gruff" "The Carrot Seed" and "The Three Billy Goats Gruff" Teacher demonstration writing piece to make connection between reading words in their own stories and storybooks. Add "We find, point to, and read some of the words." to 'We Are Storybook Readers!'
	<i>Session 18 - Readers Work with Their Partners, Using All They Know,</i>	Readers will use anchor charts as a checklist to help make their	Checklist Can the child self-monitor using the anchor	<ul style="list-style-type: none"> Small group exposure to old favorites. 	<ul style="list-style-type: none"> Encourage students to turn and talk with their partner 	<ul style="list-style-type: none"> "The Three Billy Goats Gruff" Create Mini anchor chart- "Powerful Partners Work

	<i>to Read Old Favorites (2 days)</i>	partner reading even better.	charts as a checklist?		about what they are doing well and what they need to work on.	as a Team!" (found on page 107) <ul style="list-style-type: none"> • Display all anchor charts from Unit 1 for students to reference
	<i>Session 19- Celebration of Old Favorite Storybook Reading (and Learn About the World Reading too) (1 day)</i>	Readers will celebrate all they have done to become readers.				