

## Unit 2- Super Powers

**Timeframe-December 3<sup>rd</sup> to January 25<sup>th</sup>**

**What do we want students to learn?**

**The Essential Learning Goals of Unit II:**

**Bend I:**

**Students can...**

- "read" with one to one matching.
- use their Super Powers to read more conventionally.
- begin to independently read from personal book baggies.
- *have conversations about and retell books with reading partners.*

**Bend II:**

**Students can...**

- use their Super Powers to read more conventionally.
- use knowledge of letters, letter sounds and snap words to read more challenging words.
- *have conversations about and retell books with reading partners.*

**Bend III:**

**Students can...**

- re-read with more fluency, expression and a little drama.
- *have conversations about and retell books with reading partners.*

**In order to prepare for this unit you should:**

- Note from Reader Man
- Pointers
- "Super Reader" song
- Book bags containing familiar texts
- Spider web
- Gathering Song copies for students
- [Super Reader- theme song](#)

## Mentor Texts

- So Much! By Trish Cooke
- Brown Bear, Brown Bear What Do You See? By Bill Martin
- In The Garden by Annette Smith
- Super Mouse by Phyllis Root
- "Itsy Bitsy Spider"
- The Carrot Seed by Ruth Krauss

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

- We Are Super Readers!
- Readers Read With a Partner

## Read Aloud and Shared Reading

Read Aloud: *So Much!* By Trish Cooke

Shared Reading: *Brown Bear, Brown Bear What Do You See?* By Bill Martin Jr.

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
	*Sessions 1- <i>Readers Have</i>	Readers will use pointer	Checklist	<ul style="list-style-type: none"> <li>• Dots under words/pictures</li> </ul>	<ul style="list-style-type: none"> <li>• More challenging</li> </ul>	<ul style="list-style-type: none"> <li>• "Super Reader" song</li> <li>• Class name chart</li> </ul>

<p>12/3/18 to 12/7/18</p>	<p><i>Super Powers to Look and Point, and Then Read Everything They Can!</i> <b>(2 days)</b></p>	<p>power to help them read.</p>	<p>Can the child point under each word as they read?</p>		<p>texts in book bags.</p>	<ul style="list-style-type: none"> <li>• Begin "We Are Super Readers!" anchor chart</li> <li>• Revise "Readers Read with a Partner" anchor chart- Take away "Sit side by side.", "Share WOW! Pages" and "Reread to learn more". Add "Give reminders to use powers".</li> </ul> <p><i>* Suggested share activity- read and reread the Super Reader song as a class.</i></p>
	<p><i>Session 2- Super Readers Use Pointer Power to Check Their Reading Making Sure What They Say Matches What They See</i> <b>(1 day)</b></p>	<p>Readers will make sure the number of words they read match the number of words they point to.</p>	<p>Checklist Can the child demonstrate 1-1 matching when reading?</p>	<ul style="list-style-type: none"> <li>• Dots under words/pictures</li> </ul>	<ul style="list-style-type: none"> <li>• More challenging texts in book bags.</li> </ul>	<ul style="list-style-type: none"> <li>• "Itsy Bitsy Spider" and "Twinkle Twinkle Little Star" student copies</li> <li>• Foundations alphabet copies</li> <li>• Readers Man letter</li> <li>• Pointers</li> <li>• Add "ECHO, echo, echo read." To "Readers Read with a Partner".</li> </ul>
	<p><i>*Session 3- Readers Don't Let Longer Words Slow Them Down</i> <b>(2 days)</b></p>	<p>Readers will tap each word one time even long words.</p>	<p>Checklist Can the child demonstrate 1-1 matching when reading?</p>	<ul style="list-style-type: none"> <li>• Dots under words/pictures</li> </ul>	<ul style="list-style-type: none"> <li>• More challenging texts in book bags.</li> </ul>	<ul style="list-style-type: none"> <li>• Strips with various animals that have different number of syllables</li> <li>• Strips with various colors that have different number of syllables</li> </ul>

						<ul style="list-style-type: none"> <li>• Objects in a bucket from around the classroom</li> </ul> <p><i>*Suggested share activity- point to and read precut words to a familiar song/poem.</i></p>
12/10/18 to 12/14/18	<i>*Session 4- Readers Use Snap Words to Anchor Their Pointer Power (2 days)</i>	Readers will point and read snap words to help them fix their pointer power.	<p>Checklist</p> <p>Can the child point to and read snap words in a text?</p>	<ul style="list-style-type: none"> <li>• Snap word flashcards in book bags</li> <li>• Snap word center</li> <li>• <a href="#">Sight word video</a></li> </ul>	<ul style="list-style-type: none"> <li>• More challenging texts in book bags.</li> </ul>	<ul style="list-style-type: none"> <li>• "Brown Bear, Brown Bear, What Do You See?" (L-drive)</li> <li>• Add "Hunt for Snap Words" to "Readers Read with a Partner" anchor chart</li> </ul>
	<i>Session 5- Partner Power Gives Readers Even Stronger Pointer Power (1 day)</i>	Readers will read with a partner to strengthen pointer power.	<p>Checklist</p> <p>Can the child use pointer power?</p> <p>Can the child read with a partner?</p>	<ul style="list-style-type: none"> <li>• Small group instruction to review routines and appropriate reading behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• More challenging texts in book bags</li> </ul>	<ul style="list-style-type: none"> <li>• "Itsy Bitsy Spider"</li> <li>• Add " We have partner power." to "We are Super Readers!" anchor chart</li> </ul> <p><i>*Suggested share activity- Show students a new way to check their pointing (using the first letter of words).</i></p>
	<i>Bend II</i>					
12/10/18 to 12/14/18	<i>Session 6- Super Readers Put Powers Together (2 days)</i>	Readers will use the pictures to help them predict and read	<p>Checklist</p> <p>Can the child use the pictures to help them read</p>	<ul style="list-style-type: none"> <li>• Small group instruction to review routines and appropriate reading behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• More challenging texts in book bags</li> </ul>	<ul style="list-style-type: none"> <li>• Add "We have picture power." to "We are Super Readers!" anchor chart</li> <li>• <a href="#">"In the Garden"</a> text</li> </ul>

		unfamiliar words.	unfamiliar words?			
12/17/18 to 12/21/18	<i>*Session 7- Super Readers Learn Words and Practice Reading Them in a "Snap"! (2 days)</i>	Readers will look, read, spell, write, look, and read to make any word a snap word.	Checklist  Can the child read snap words?	<ul style="list-style-type: none"> <li>• Snap word flashcards in book bags</li> <li>• Snap word center</li> <li>• <a href="#">Sight word video</a></li> </ul>	<ul style="list-style-type: none"> <li>• More challenging texts in book bags</li> </ul>	<ul style="list-style-type: none"> <li>• Create "Turn More Words into Snap Words" chart</li> <li>• "Class name" chart</li> <li>• <a href="#">"In the Garden"</a> text</li> <li>• Add "We have snap word power." to "We are Super Readers!" anchor chart</li> <li>• White board/marker for each student</li> </ul> <p><i>*Suggested share activity- Write a class super hero book together incorporating snap words.</i></p>
	<i>*Session 8- Super Readers Make the First Sound in the Word to Help Them Read the Word (2 days)</i>	Readers will make the first sound in a word to help them read and predict an unfamiliar word.	Checklist  Can the child use the first sound in a word to help them read?	<ul style="list-style-type: none"> <li>• Small group instruction to review routines and appropriate reading behaviors</li> <li>• Review letters and letter sounds in small group</li> </ul>	<ul style="list-style-type: none"> <li>• More challenging texts in book bags</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet chart</li> <li>• Add "We have sound power." to "We are Super Readers!"</li> <li>• <a href="#">"In the Garden"</a> text</li> <li>• Level C book (mark challenging word for students)</li> </ul> <p><i>*Suggested share activity- Create a class book by segmenting and isolating sounds.</i></p>

12/31/18 to 1/4/19	<i>Session 9- Super Readers Don't Give Up (2 days)</i>	Readers will know when one power doesn't work they need to use another one and not give up.	Checklist  Can the child use multiple powers?	<ul style="list-style-type: none"> <li>Small group instruction to review routines and appropriate reading behaviors</li> </ul>	<ul style="list-style-type: none"> <li>More challenging texts in book bags</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">"In the Garden"</a> text</li> <li>Add "We have persistence power." to "We are Super Readers!"</li> </ul>
	<i>Session 10- Celebration (1 day)</i>	Readers will self-assess to set goals for the powers they need to use more.	Checklist  Can the child self-assess and set goals?	<ul style="list-style-type: none"> <li>Small group instruction to assist students with setting personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>Create a checklist of super powers to work on</li> </ul>	<ul style="list-style-type: none"> <li>"We Are Super Readers" chart for each student to set goals (Enrichment)</li> </ul>
<i>Bend III</i>						
1/7/19 to 1/11/19	<i>Session 11- Readers Use Their Voices to Bring Books to Life (2 days)</i>	Readers will use all their super powers to bring books to life and read with their partners.	Checklist  Can the child read with a smooth, fluent voice?	<ul style="list-style-type: none"> <li>Small group modeling of how to read with a smooth, fluent voice. Allow students to practice.</li> </ul>	<ul style="list-style-type: none"> <li>More challenging texts in book bags</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">"In the Garden"</a> text</li> <li>"Rain, Rain, Go Away!" (Share)</li> </ul>
	<i>*Session 12- Readers Use the Pattern to Sing Out Their Books (2 days)</i>	Readers will use patterns to sing the words that are the same on every page to read faster and smoother.	Checklist  Can the child use the pattern to read smoother and faster?	<ul style="list-style-type: none"> <li>Small group modeling of how to read with a smooth, fluent voice. Allow students to practice.</li> </ul>	<ul style="list-style-type: none"> <li>More challenging texts in book bags</li> </ul>	<ul style="list-style-type: none"> <li>Familiar text</li> <li><a href="#">"It's Super Mouse!"</a></li> </ul> <p>*Suggested share activity- Create a class pattern book.</p>
	<i>Session 13- Readers Use Punctuation to</i>	Readers will use punctuation to	Checklist  Can the child use	<ul style="list-style-type: none"> <li>Small group modeling of how to use punctuation when reading.</li> </ul>	<ul style="list-style-type: none"> <li>More challenging texts in book bags</li> </ul>	<ul style="list-style-type: none"> <li>Street Signs power point</li> <li>"Where is Thumbkin?" poem</li> </ul>

	<i>Figure Out How to Read (1 day)</i>	figure out how to read.	punctuation to guide reading?	Allow students to practice.		
1/14/19 to 1/18/19	<i>Session 14- Readers Change Their Voices to Show They Understand the Book (1 day)</i>	Readers will use their voices to show they understand the book.	Checklist Can the child match their tone to the feelings in the book?	<ul style="list-style-type: none"> <li>Small group modeling of how to change your tone to match the feelings in the book. Allow students to practice.</li> </ul>	<ul style="list-style-type: none"> <li>More challenging texts in book bags</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">"It's Super Mouse!"</a></li> </ul>
	<i>Session 15- Super Readers Talk about Books, Too! (2 days)</i>	Readers will use their book talk power to bring books to life.	Checklist Can the child talk about the book?	<ul style="list-style-type: none"> <li>Small group modeling of how to talk about a book. Allow students to practice.</li> </ul>	<ul style="list-style-type: none"> <li>Allow students to take more time to turn and talk with a partner about their books.</li> </ul>	<ul style="list-style-type: none"> <li>Add "We have book talk power." to "We are Super Readers!"</li> <li><a href="#">"It's Super Mouse!"</a></li> </ul>
	<i>Session 16- Readers Retell Books after They Read Them (2 days)</i>	Readers will retell books after they read them to help them remember all the parts.	Checklist Can the child retell the book?	<ul style="list-style-type: none"> <li>In a small group, model retelling using: <ul style="list-style-type: none"> <li>"Five Finger Retell" strategy (characters, setting, beginning, middle and end)</li> <li>"This book is called _____. And on every page _____."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Allow students to take more time to turn and talk and retell their books.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">"It's Super Mouse!"</a></li> </ul>

1/21/19	<i>Session 17- Celebration: The Gift of Reading (1 day)</i>	Readers will celebrate their reading by reading to others.				<ul style="list-style-type: none"><li>• Books to send home for students to share the gift of reading with family.</li></ul>
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