

**Unit 2: Establishing Partnerships: Spotlight on Talking about Books (2 weeks)**

**Rationale**

*Why is this unit important and appropriate for this grade level and at this time of the year?*

During this unit, students will work on learning the routines and habits to successfully work in partnerships. Reading partnerships are a highly effective instructional practice because they motivate students to talk and think about texts as well as build students reading stamina. Students need to be explicitly taught the routines and habits of partnerships to ensure that daily reading partnership time is productive. This unit sets the foundation for successful reading partnerships and will be expanded upon in Unit 6.

**Learning Outcomes**

*What do we expect students to know and be able to do at the end of the unit?*

Students will:

- Learn the routines and habits of reading partnerships
- Learn to work cooperatively and productively with a partner
- Read books with a partner
- Engage in conversations about books with a partner and use text to support thinking

**Minilessons/Notes/Tips**

*What minilessons will lead to student learning outcomes?*

Possible Minilessons:

- Learning to work in reading partnership (Fishbowl to demonstrate effective partnerships)
  - What does it look like?
  - What does it sound like?
- Practice reading different ways with a partner
  - Chorally
  - Chunking text and taking turns
  - Echo
  - For transitional and fluent readers demonstrate how to share and talk about books rather than reading them together. Support these readers by demonstrating strategies such as summarizing, engaging in a conversation and making book recommendations.
- Identifying the responsibilities of the partner who is reading and the responsibilities of the partner who is listening (chart and use photos to illustrate)
  - Taking turns choosing books to read with a partner from one another's book baggies
  - Giving a book introduction of a familiar text to a partner (Model with familiar read aloud, guided reading text, etc.)
    - The title of this book is...
    - This book is about...
- Choosing just right reading spots for reading partnerships
- Modeling and charting strategies partners can suggest to one another for figuring out unknown words, Strategies Partners Can Use to Help One Another With Figuring out Tricky Words (Partners suggest strategies for one another to use when encountering an unknown word rather than reading/saying the word for one another.) It is critical students understand that partners suggest strategies to one another rather than read unknown words for one another.
  - One-to-one matching
  - Looking at illustrations and thinking about what would make sense
  - Looking at the first letter of the word and thinking about what would make sense
  - Recognizing high frequency words
  - Using a known word to figure out an unknown word
- Solving problems and making compromises

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- Taking turns and sharing ideas
- Finding things to talk about with their partners and saving the page with a Post-it
  - Marking a Post-it with a symbol or word to help remember what they want to talk about (a heart, smile, question mark)
  - Looking for funny/sad/weird parts of their book and share them with a partner
  - Identifying the most important page/ideas in their books and talking about it with a partner
  - Noticing parts that are confusing/make them wonder about something and talk to a partner
  - Sharing opinions about a text (e.g., favorite character, part) and reasons why
- Using talk prompts to begin the conversation
  - That reminds me of...
  - That happened to...
  - This character is like...
  - This book reminds me of...
  - My opinion about this character is that he/she is....and I think that because....(reasons)
  - My opinion about this book is that it is....and I think this because...(reasons)
  - I think the author wrote this because he/she...
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
  - Have partners share what their strengths are and what their goals are (What are you and your partner really good at doing together? What is something you and your partner are going to work on and get better at?)
  - Complete a partner reflection.
  - Each partnership shares a book recommendation with the class (draw and label a picture, making an audio recording, etc. of a recommended text)
  - Videotape partners reading in different ways, view and discuss.
  - Take photos of partners demonstrating good habits. Have partners label the photos and make a display titled, Good Habits of Reading Partnerships. (Another option is to create a class book of good partnership reading habits.)
  - Distribute bookmarks of good reading partner habits for students to use as a reminder during partner reading.

### Notes/Tips:

- Each day students will spend time independently reading for a **minimum** of 15 min. and reading with a partner for 5 min.
- Make the concept of stamina concrete for students by building a tower (unifix cubes) to represent the number of minutes read. Each day build a new tower compare, contrast, goal set. For more details see the unit artifacts. To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/).
- Support students reading stamina by using a timer.
- Begin guided reading groups.
- Use shared reading to model reading poems in different ways (chorally, taking turns, echo reading).
- When creating reading partnerships consider reading abilities and behavior. Since students read one another's books together it is essential that readers of similar levels are partnered.
- Create charts to help focus partnership conversations like a menu of options that students, who may need support, can select from (different ways to read with a partner, talk prompts, conversation topics).
- Develop a class coding/symbol system for using with Post-its as a way to prepare for partner conversation.
- Fishbowl/audio/videotape successful reading partnerships in action to share with the rest of the class.
- Confer into reading partnerships to support students and hold students accountable for the work.
- Send home a list of print strategies and conversation prompts to support parents and students reading together outside of school.
- Send home a list of high frequency words introduced each week so parents can reinforce the reading and writing of these words.
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link [http://ww3.mamkschools.org/units\\_of\\_study/](http://ww3.mamkschools.org/units_of_study/).**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.

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- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>.

**Professional Resources**

*What professional resources will be helpful in planning the unit?*

- *The Common Core Lesson Book K-5* by Gretchen Owocki
- *The RTI Daily Planning Book* by Gretchen Owocki
- *Growing Readers* by Kathy Collins (Chapter 5, pp.130-150)
- *Reading for Real* by Kathy Collins
- *Partner Reading* by Allyson Daley
- *Comprehension Through Conversation* by Maria Nichols
- *Talking About Text: Guiding Students to Increase Comprehension Through Purposeful Talk* by Maria Nichols
- *The Café Book* by Gail Boushey and Joan Moser
- *First Grade Readers* by Stephanie Parsons (Chapter 1)
- *Comprehension: Strategic Instruction for K-3 Students* by Gretchen Owocki
- *Comprehension from the Ground Up K-3* by Sharon Taberski (Chapter 5)
- *Strategies That Work* by Stephanie Harvey
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson
- <http://ww3.mamkschools.org/ela> (Select Components of Balanced Literacy, click on Partner Reading)