

2014-2015 Grade K Reading Units of Study

Unit 2: Emergent Storybooks: Spotlight on Retelling (4 weeks)

Rationale

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

Reading and rereading familiar storybooks helps students to strengthen language skills, learn new vocabulary, and gain a deeper understanding of stories and of story language.

Learning Outcomes

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

Students will:

- Read, reread, and retell familiar texts
- Begin to develop concepts of print
- Share thinking and reading with a partner

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Exploring familiar books by taking picture walks
- Reading stories by using the pictures for support
- Changing voices to match the characters
- Noticing repetitive phrases
- Using story elements (character names, setting, problem/solution) to retell a story
- Using story language to tell stories
- Sweeping fingers under the words while reading
- Practicing directionality – left to right, top to bottom, return sweep, etc.
- Sharing opinions (e.g., favorite part, character, text) about books read and giving reasons to support thinking
- Reviewing reading partner routines and habits from Unit 1. (Refer to charts from Unit 1 or create new charts using photos of reading partners in the class.)
 - Charting, What Does Reading Partner Time Look Like? Sound Like?
 - Charting, What Do Good Reading Partners Do?, What Do Good Reading Partners Say?
- During the workshop share ask students, Who can share what their buddy did today that was helpful?
- Finding things to talk about with reading partners
 - Marking places (e.g., funny part, sad part, favorite part, favorite character, confusing part) in a book to talk about with a partner using a Post-it
 - Coding Post-its (e.g., smiley face for favorite part, question mark for a confusing part)
- Learning different ways partners read books together
 - Chorally
 - Taking turns
 - Echo
- Performing stories with partners – using gestures, facial expressions, and storytelling language

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- Celebrating the unit. Possibilities may include but are not limited to the following:
 - Have students reflect on their reading partnerships. What is your partnership really good at? What is something you want to work on and get better at. Students can draw, write and share responses.
 - Each partnership shares a book recommendation with the class.
 - Videotape partners reading in different ways.
 - Take photos of partners demonstrating good habits. Have partners label the photos and make a display titled, Good Habits of Reading Partnerships.
 - 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 Emergent Storybooks for a **minimum** of 5 min. and reading Emergent Storybooks with a partner for 5 min.
- Gather 6-12 copies of each emergent storybook title. Typically 6-7 different titles will support the work of the unit including students' independent reading.
- Emergent Storybooks (often referred to as Star Books) can be marked with a star sticker on the cover for identification and organizational purposes.
- Teach storybook language including transition words and phrases (e.g., First..., And then..., After that..., Next...) for students to use when retelling/reading emergent storybooks. Model how to use these words in writing during writing workshop minilessons so that students will transfer the use of transition words to their written pieces. A highly effective way to model and practice using transition words daily includes embedding them in the daily instructional schedule. As part of morning meeting, teachers and students chant aloud the transitional phrases posted alongside the schedule of the day. To view examples of instructional schedules with storybook language look at the archived artifacts on see the Unit 2 archived artifacts on the Unit of Study Website http://ww3.mamkschools.org/units_of_study/ Select Grade K, Reading, Resources from top nav bar.
- Have students engage in orally storytelling frequently/daily in writing workshop as a way to rehearse stories. Make the connection between orally storytelling and retelling of stories for students so they begin to see the connection between the reading and writing workshop.
- Start reading aloud Emergent Storybooks during Unit 1 and continue during Unit 2. Each title should be read aloud 4-6 times before students select it for independent reading.
- To view the criteria for selecting Emergent Storybooks look in the Grade K literacy resource binder and/or the district website at <http://ww3.mamkschools.org/ela/>. Select "Components of Balanced Literacy" from the left nav bar, click on "Independent Reading."
- Have baskets of "Star Books" as part of the classroom library. Add copies of each title (for students to choose for independent reading) after it has been read aloud multiple times.
- Use daily read aloud also as an opportunity to model and have students practice turning and talking.
- Make sure to read aloud both fiction and nonfiction texts during read aloud and shared reading as a way to expose students to a range of genres.
- Introduce book shopping to students. Give each student a baggie and guide them to shop for several Emergent Storybooks each week. (Make a weekly shopping schedule so that each student knows which day of the week he/she shops for new books. Having a shopping schedule promotes student independence, ensures students will have enough books to support independent and partner reading, and reduces loss of instructional time. Shopping for books occurs outside of the reading workshop to ensure students spend time reading during independent reading.) To view sample shopping schedules look at the archived artifacts on the district website for Unit 1 and Unit 2.
- During independent reading confer with individual students. An excellent resource to support conferring with students reading emergent storybooks is archived on the district website at <http://ww3.mamkschools.org/ela/>. Select "Components of Balanced Literacy" from the left nav bar, click on "Independent Reading", scroll down to the document titled, Emergent Storybook Reading Continuum. This resource helps to identify the reading stage of a reader along with key teaching points.
- Recommended Emergent Storybooks include the following:
 - *Caps for Sale* by Esphyr Slododkina
 - *The Three Billy Goats Gruff* by Paul Galdone
 - *Big Al* by Andrew Clemens
 - *Peter's Chair* by Ezra Jack Keats
 - *The Snowy Day* by Ezra Jack Keats

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- *Harry the Dirty Dog* by Gene Zion
- *Corduroy* by Don Freeman
- *Leo the Late Bloomer* by Robert Kraus
- *The Carrot Seed* by Ruth Krauss
- *Are You My Mother?* by PD Eastman
- *The Ginger Bread Boy* by Paul Galdone
- *The Three Little Pigs* by Steven Kellogg
- *Jamaica's Find* by Juanita Havill
- Any class charts created to support the work of reading workshop should be read and reread multiple times during shared reading so that students are familiar with the resources and able to use them independently as needed. All charts should have visuals to support the needs of all learners.
- **To view Grade K archived artifacts for the unit please visit the Grade K reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3mamkschools.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/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/kindergarten>,

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
- Elizabeth Sulzby's research (www.sulzby.com)
- *Teachers College Reading and Writing Project Kindergarten Reading Curriculum Calendar 2010–2011*
- *The Complete Year in Reading and Writing Grade K* by Karen McNally and Pam Allyn (Chapter 2, pp. 27–40)
- *The Continuum of Literacy Learning K-2* by Irene Fountas and Gay Su Pinnell
- *Comprehension: Strategic Instruction for K-3 Students* by Gretchen Owocki
- *A Quick Guide to Boosting English Acquisition in Choice Time, K-2* by Alison Porcelli and Cheryl Tyler
- *Month-by-Month Reading, Writing, and Phonics for Kindergarten: Systematic, Multilevel Instruction for Kindergarten* by Dorothy Hall and Patricia Cunningham
- *Phonemic Awareness in Young Children* by Marilyn Jager Adams
- *Perspectives on Shared Reading: Planning and Practice* by Bobbi Fisher
- *Read It Again!: Revisiting Shared Reading* by Brenda Parkes