

2014-2015 Grade K Reading Units of Study

Unit 8: Nonfiction: Spotlight on Activating Background Knowledge and Questioning (4 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 deepen their understanding of nonfiction. Students will expand and strengthen their repertoire of nonfiction strategies as they read, research and comprehend nonfiction texts. Students will study a topic of interest in depth during the study and then write about the topic as part of writing workshop.

Learning Outcomes

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

Students will:

- Generate questions about a topic
- Collect information about a topic through sketching and/or writing
- Compare and accumulate information across texts
- Teach information learned about a topic to others

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Modeling using print strategies learned for reading fiction texts in nonfiction texts
- Reviewing text features and their purposes
- Selecting topics to study based on interest and curiosity
- Accessing prior knowledge – What information do I already know about the topic?
- Forming questions – What information do I want to learn about the topic?
- Forming opinions about topics read about and sharing reasons for opinion
- Using text features to locate/learn information
- Researching questions through different texts (e.g., books, magazines, internet)
- Jotting down notes and marking important pages with Post-its
- Developing class coding system for note-taking
 - L= new learning
 - ? = question
 - W= wondering
- Using pictures, sketches, and diagrams to show new learning
- Connecting new learning to prior knowledge
 - Did I read/learn something about my topic that I already knew? (Confirmed my thinking)
 - Did I read/learn something that I *thought* but wasn't sure about the topic?
 - Did I read/learn something about my topic that made me change my thinking? (Identifying misconceptions)
- Making connections between texts that lead to bigger ideas and conclusions
- Sharing information learned with a partner (i.e., sharing answers to questions with partners)
- Celebrating the end of the unit. Possibilities may include but are not limited to the following:
 - Gather students in small groups. Have each student “teach” the others about the topic he/she studied. Students are encouraged to ask questions of one another. (Another way for individual students to share their learning is with a reading buddy.)

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- Have students create a poster of the topic studied. Posters should include illustrations as well as text. Features such as a diagram, photo/illustration with caption, fun fact pop up boxes might be included on the posters.

Notes/Tips:

- Each day students will spend time independently reading nonfiction just right books for a **minimum** of 10 min. and reading nonfiction books with a partner for 5 min. Then students will independently read fiction just right books for 10 min.
- Create leveled text sets of nonfiction books by topic (e.g., animals, weather, jobs). In addition to nonfiction texts from the classroom library other resources include nonfiction articles. Recommended resources for gathering articles includes: *The Primary Comprehension Toolkit Keep Reading! A Source Book of Short Texts* by Stephanie Harvey and Ann Goudvis, *Toolkit Texts for Grades Pre-K-1: Short Nonfiction for Guided and Independent Practice* by Stephanie Harvey and Anne Goudvis. Online databases available through our district licenses also offer appropriate articles - Pebble Go and Searchasaurus are highly recommended. To access these databases and others go to the school library page.
- Use read aloud to model reading about a topic across texts. Model coding and note-taking strategies. Model sharing learning with someone.
- Book baggies include nonfiction and fiction just right books, copies of guided reading texts.
- Continue having guided reading groups.
- Shared reading, guided reading and independent reading are essential daily components of the kindergarten instructional schedule, providing daily opportunities for teachers to model print and comprehension strategies across genres (e.g., fiction, nonfiction) and for students to practices and transfer these strategies to texts read independently.
- Remind students to use the strategies for figuring out unknown words in fiction to help figure out tricky words in nonfiction texts.
- Encourage rereading of texts to allow for fluency as well as for greater understanding and enjoyment.
- 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.
- **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
- *Teachers College Reading and Writing Project Kindergarten Reading Curriculum Calendar 2010–2011*
- *Growing Readers* by Kathy Collins (Chapter 7, pp.197– 226)
- *Strategies That Work* by Stephanie Harvey and Anne Goudvis
- *Is That a Fact?* by Tony Stead
- *Make It Real* by Linda Hoyt
- *The Primary Comprehension Toolkit* by Stephanie Harvey and Anne Goudvis
- *The Primary Comprehension Toolkit Keep Reading! A Source Book of Short Texts* by Stephanie Harvey and Ann Goudvis
- *Toolkit Texts for Grades Pre-K-1: Short Nonfiction for Guided and Independent Practice* by Stephanie Harvey and Anne Goudvis
- *Perspectives on Shared Reading: Planning and Practice* by Bobbi Fisher
- *Read It Again!: Revisiting Shared Reading* by Brenda Parkes
- *The Next Step in Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader* by Jan Richardson