

Department/Subject	Elementary - Kindergarten: Reading
Unit Title	“Super Powers”- Reading with Print Strategies and Sight Word Power- Unit 2
Duration	6 weeks
Standards-Based Learning Targets Written in student friendly I Can Statements (skills)	• I can use my finger to match the words I see on the page to what I say. • I can learn words and read them in a snap. • I can reread my books to help my super powers get stronger. • I can read with a partner to practice and “show off” my reading. • I can check the picture to help me read. • I can make the first sound in the word to help me read the word. • I can keep trying many of my powers to figure out a tricky word. • I can talk to others about my books.
Core Vocabulary	Point, reread, partner, persistence, sound, punctuation, period
Learning Experiences	Bend 1: Students learn that they can already read things in the classroom. They can read songs, familiar shared reading books, charts, and signs in the classroom. This ability results from some sort of super reading “powers” to read everything and the unit continues as the children live out their roles as “super readers”. They have pointer power, rereading power, partner power, and snap word power. Bend 2: Students learn that they can use a combination of strategies (super powers) to read unfamiliar texts. They search for meaning, use picture cues, newly learned snap words, and the first letters of words to figure out tricky words. As super readers, they try

	many of these strategies when they use their persistence power when they feel stuck on a word. Bend 3: Students learn to use all their superpowers to read to themselves and to others. They work to make their voices smoother and to show they understand the text. They notice patterns and end punctuation. These super readers enjoy book talks with partners and share their favorite parts of books.
Anticipated Outcome/ Assessment	Students will show their learning and understanding by reading “just right” books conventionally. They will use and integrate strategies to become flexible word solvers. These young readers will understand that print carries the message and use meaning, pictures, letters, and known sight words to read texts with accuracy and fluency. The students will have conversations with peers to discuss their books.
Additional Information	Students will hear read aloud several times and become very familiar with: <i>Brown, Brown Bear, What Do You See?</i> (Martin)