

Unit Cover Page

| | | | |
|-------------|--------------------------------|-----------------|---|
| Unit Title: | Star Books/Emergent Storybooks | Grade Level(s): | K |
|-------------|--------------------------------|-----------------|---|

| | |
|----------------------|--|
| Subject/Topic Areas: | |
|----------------------|--|

| | |
|------------------|--|
| Summary of Unit: | <ul style="list-style-type: none">• In this unit we want to introduce students to a reading workshop and help them dive into many different kinds of books. All readers will be learning the conventions of reading through interactive reading, shared reading, and independent reading. For example, children may practice retelling in shared reading, watch a model during a mini-lesson, try it independently with a partner, and again during read aloud all in one reading workshop. It is important to continue reading emergent storybooks throughout this unit and the rest of the year as well, so that children become familiar with more texts. We want them to interact and relate to the story through repeated readings of the same text.• For this unit your students will continue to read from table top bins of books and toward the end of this unit you will want to move your students into private book bins or baggies that contain the books they shop for from the classroom library. Introducing private book bags allows you to set up the structure that you will need in place before moving each child toward his or her just-right books (which tends to happen by January). Through shared reading, children are encouraged to read the labels, signs, charts, and shared writing that they see around the room. This will help them transfer the skill of "reading the room" to the important survival skill of "reading the world". Not all students will end up conventional readers, but it will bring them closer to it. It is important for young readers to be given books that they will have success in reading. The skills you will be supporting during this unit include locating known words, using initial sounds, integrating sources of information, reading with fluency and expression, one-to-one matching, prediction, monitoring for sense, envisionment, and developing concepts of print.• <i>Please Note: Throughout the remaining units you will not see teaching points under Independent Reading. This is because with the gradual release model, you will be demonstrating and modeling the teaching points in Interactive Read Aloud and in Shared Reading by first modeling, and then doing together. After these teaching points are practiced together you will want to repeat the same teaching points in Independent Reading. Plenty of practice, practice, practice</i> |
|------------------|--|

Stage 1: Identify Goals of Unit

Learning Standards

Only list standards which will be assessed in this unit.

Big Ideas

What's really important here? Why should students learn this?

What key knowledge and skills will students acquire as a result of this unit?

Students will know (vocabulary/facts)...

Students will be able to (skills/begins with verbs)...

Understandings

*Students will understand **that**...*

Transfer Goals

As a result of this unit, students will be able to transfer...to unique situations/new contexts.

Essential Questions

Stage 2: Determine Acceptable Evidence

What summative assessment will show that students have met the goals of the unit? STOP now and actually design the summative assessment, unless it already exists. In the box below, describe how the summative assessment will measure students' achievement of the unit's goals (Stage 1).

Insert link to actual summative assessment here:

What other summative evidence will be collected (quizzes, prompts, observations, dialogues, work samples)? STOP now and actually design the additional assessments, unless they already exist. In the box below, describe how these additional assessments will measure students' achievement of the unit's goals (Stage 1).

Insert links to additional summative assessments here:

What formative assessment will be collected in order to provide feedback and adjust teaching? (quizzes, prompts, observations, dialogues, work samples). Design or collect the formative assessments and describe, in the box below, how they will support students in moving toward the unit's goals (Stage 1).

Insert links to formative assessments here:

Optional Assessment Step: Performance Task and Criteria

What is the prompt which will be provided to students?

Insert links to the performance task and supporting materials here:

Insert links to the performance task rubric here*:

| |
|--|
| |
|--|

***if there's more than one performance task, include rubrics for each.**

Mentor Texts:

Emergent Storybooks

Concept Books(ABC or Counting Books) for struggling readers

Shared Reading books (Level A/B)

Just Right Fiction and Non-fiction texts

Three Billy Goats Gruff - Janet Stevens

The Carrot Seed - Ruth Krauss

Monster Sandwich - Joy Cowley

What's for Lunch - Eric Carle

So Much - Trish Cooke

Brown Bear, Brown Bear, What Do You See? - Eric Carle

Name Charts

Unit Resources:

[Character, Problem, Events Graphic Organizer](#)

[Primary Big Book List](#)

[Shared Reading List](#)

[Criteria For Choosing Star Books](#)

Optional Stage 3: Plan Learning Experiences and Instruction

(Remove example when completing your own)

| Sample Learning Target or Teaching Point | Description | Link to Resource |
|---|---|--|
| Readers know that when you have heard a story a zillion times, you can practically read it all by yourself. You look at the picture, remember how the story goes, and then read it to yourself, page by page. | <p><i>Suggested text: <u>The Three Billy Goats Gruff</u></i></p> <p><i>Teaching Tip: Add "We look at the pictures, remember, read!" to the anchor chart. Demonstrate how to read an emergent storybook. First, show students how you read aloud the title, look over the page, and <i>recall</i> the story. Show the students how you read the book by saying the words you think could be written on the page. They will be approximations of the actual words, and with repeated readings will become closer to the text. Shift between the role of reader and the role of teacher, making very clear from your posture and voice when you are "reading" the book and when you are debriefing on what you just did.</i></p> | <p>We Are Storybook Readers Anchor Chart</p> <p>Private/Partner Reading Sign</p> |

| | | |
|--|---|---|
| <p>Readers understand that when you read an old favorite storybook-really, when you read anything, you need to pay attention to what's on that page. You've got to make your words match the book's picture and words. So, you need to study the page carefully.</p> | <p><i>Suggested text: <u>The Three Billy Goats Gruff</u></i> <i>Teaching Tip: Add "we make the words and the pictures match" to the anchor chart.</i></p> <p><i>Teaching Tip:</i> Demonstrate reading words that do not match the page, and show how you catch your mistake by noticing that your words and the pictures don't match. Show students how you fix your reading by returning to the last page where your reading matched the pictures and rereading to make the words and pictures match on every page. Read on in the text, and recruit students to notice when you're reading doesn't match the page. Have students reread the pages you just read with a partner, making sure their reading matches the pictures on the page. Encourage children to make sure their reading matches the page as they go off to read.</p> | <p><u>We Are Storybook Readers Anchor Chart</u></p> |
| <p>Readers first find a storybook and then find someone they love. Then, you get that person to read the book again and again, while you listen closely. Then, you're ready to read it! This helps you have more books to fall in love with.</p> | <p><i>Teaching Tip:</i> Share with students first, you find a storybook and a person you love. Then, you get that person to read the book again and again, while you listen closely. Then, you're ready to read it! Make the chart below 'How to Make an Old Favorite'.</p> | |
| <p>Readers make the story sound really great by putting in the exact words the character says when reading their favorite storybooks. The exact words make the character come to life. Those characters come right into our reading workshop.</p> | <p><i>Suggested text: <u>The Carrot Seed</u>. <u>Three Billy Goats Gruff</u></i></p> <p><i>Teaching Tip:</i> Add "we talk like the characters" to the anchor chart. Demonstrate reading a section of an old favorite storybook. Show students how you make a predictable mistake-summarizing instead of using exact dialogue-and recruit them to assess your work. Introduce puppets depicting characters from your old favorite read aloud and use them to show students how to do this work, quoting the characters. Direct children to try saying the characters' exact words on the same page, talking as if they were the puppets. Remind children that they will not have puppets as they read privately, but that they</p> | <p><u>We Are Storybook Readers Anchor Chart</u></p> |

| | | |
|--|--|---|
| | can touch the characters on the page and use their fingers to help. | |
| Readers know when you go back to reread a storybook, you remember more of the story, and that means you can say more on each page. If there are a lot of words on the page, then there's a lot of story to tell. | <p><i>Suggested text: <u>Three Billy Goats Gruff</u></i></p> <p><i>Teaching Tip:</i> Sing the (phonemic awareness) song below to the tune of 'Old MacDonald' to provide practice in hearing sounds in the beginning of words. Demonstrate how noticing the general number of words helps you decide how much to read on a page. Encourage students to read a new page, noticing how many words are on the page and making their reading match the general number of words they see. Send children off to read, reminding them to study the words to be sure they are saying as much as the author wrote.</p> | We Are Storybook Readers Anchor Chart |
| <p>Teaching Point</p> <p>Readers make their reading of old storybooks sound more grown up by reading the words that make the pages go together. You read one page and then put in connecting words like <i>and then...</i> and <i>after that...</i> and then you read the next page.</p> | <p><i>Suggested text: <u>Three Billy Goats Gruff</u></i></p> <p><i>Teaching Tip:</i> Add "we use words to join the pages together" to the anchor chart. Read aloud one of your samples from writer's workshop, placing extra emphasis on transitional words and phrases. Connect the work you did as a writer to the work students are doing reading their old favorite storybooks. Reread your story, highlighting the transitional words and phrases. Explain that these words connect the pages of your story, and staple the pages into one booklet to help illustrate the cohesion. Read your demonstration text, and think aloud about what transition words you could use to connect the pages. Recruit students to generate connecting words for the next few pages of text. Remind children to use glue words as they read.</p> | We Are Storybook Readers Anchor Chart |
| Readers read a book over and over again and try and use some of the exact words from the book. Some of the words, especially words that repeat, become words | <p><i>Suggested text: <u>The Carrot Seed</u>, <u>Three Billy Goats Gruff</u></i></p> <p><i>Teaching Tip:</i> Add "we read more and more exact words"</p> | We Are Storybook Readers Anchor Chart |

| | | |
|--|--|---|
| <p>that you know by heart. They become words that you can say exactly like the book says them.</p> | <p>to the anchor chart. Demonstrate reading The Carrot Seed with incorrect wording, and recruit the children to correct your reading based on the knowledge of how the text goes. Encourage children to read The Billy Goats Gruff with you, chiming in on the words they know by heart. Motivate children to go off and read their texts with more and more exact words of the book.</p> | |
| <p>Teaching Point Readers learn that when you read a book really well, you remember some of the exact words. Then, you can find those words and point to and read some of them.</p> | <p><i>Suggested text: <u>The Carrot Seed</u>. <u>Three Billy Goats Gruff</u></i></p> <p><i>Teaching Tip:</i> Add “we find, point to, and read some of the words” to the anchor chart. Use The Carrot Seed to demonstrate how you read the title of a book, pointing to each word you read. Then, show students how you notice the first letter in the words in the title. Encourage students to help you find carrot in the first several pages using the first letters. Read The Billy Goats Gruff recruiting partners to find familiar words on the cover and in the first few pages together and read them. Send children off to read, and remind them that, now that they know their books by heart, they can begin to read some of the words.</p> | <p><u>We Are Storybook Readers Anchor Chart</u></p> |
| <p>Teaching Point Powerful partners work as a team to try and wow their listeners. Partners use the anchor charts from the unit as they work to make your favorite storybook reading the best it can be.</p> | <p><i>Suggested text: <u>Three Billy Goats Gruff</u></i></p> <p><i>Teaching Tip:</i> Use the anchor chart “Readers Read with a Partner”. Invite children to brainstorm why they think they have reading partners. Recruit children to act as your reading partners, and rally them to read the “Readers Read with a Partner” chart with you. Invite students to see-saw read as your partner, alternating pages with you. Demonstrate a low-level reading of a text, and recruit students to critique your reading and offer feedback. Direct children to strengthen their old favorite storybook reading by rereading the anchor chart, see-saw reading, and stopping regularly to check their reading.</p> | <p><u>We Are Storybook Readers Anchor Chart</u></p> |

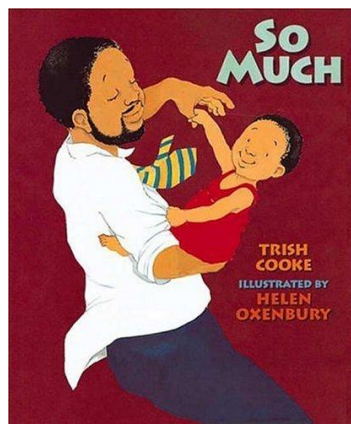
| | | |
|---|---|---|
| Readers don't just say what they see on the page, they look carefully at the pictures and use them to remember what the characters were doing and saying and thinking on that page. | <i>Teaching Tip:</i> If you see that many of your students tend to name objects in the pictures, or say a simple phrase or sentence about what they see, then you'll want to teach students that readers don't just name what they see, but they think about what is happening. In a familiar favorite storybook, you can demonstrate how you use the pictures to remember what's happening in the story. | We Are Storybook Readers Anchor Chart |
| Readers consider the feelings of the characters. They stop often and think about how characters say and do things in their books. These give readers clues to figure out how the characters feel. | <i>Teaching Tip:</i> Students might also use special star- or heart-shaped Post-its (or just regular small Post-its) to flag pages where the character has an especially strong feeling. Then, when it's partner time, children might turn right to the pages they've marked and dramatize those pages. | We Are Storybook Readers Anchor Chart |
| Readers can practice matching their voice to how the character feels by reading with a partner. They can take turns reading separate pages, or they can echo read to reread each page and make it better and better each time. | <i>Teaching Tip:</i> With partners, children can practice storytelling in a way that matches how the characters feel at each part of the story. They might take turns on pages—with one partner reading a page, and the other partner reading the next. Or they might “echo read.” | We Are Storybook Readers Anchor Chart |
| Readers pay special attention to the parts of the book when a character has an especially strong feeling. They mark those places to share with a partner, and can act out the parts by thinking about how the character feels, and how they would look, sound, and act. | <i>Teaching Tip:</i> Tell students they can act out the pages in any book. you might say to your students, pretend to be the character and think, ‘How would the character feel right now? What would they sound like? Look like? How would they act?’. | We Are Storybook Readers Anchor Chart |
| Star books aren't the only books that you can read! No matter the | <i>Teaching Tip:</i> You can tuck in some reminders that old favorite storybooks aren't the only texts that your | We Are Storybook Readers |

| | | |
|--|--|--|
| <p>type of text, you can always use the pictures to remember how the words go, and to think about what would make sense.</p> | <p>students can read. In their book bins, children will have access to a range of reading material, including emergent storybooks, shared reading texts, as well as any interactive or shared-writing texts you've written together so far this year. Some students might be ready for level A/B books as well. You might teach students that no matter the type of text, they can always use the pictures to remember how the words go, and to think about what would make sense.</p> | <p>Anchor Chart</p> |
| <p>Sometimes readers forget how parts of stories go. When they forget, they make sure to work hard to reread the picture to think carefully about what's happening in the part. This helps readers to remember the story and think about what would make sense to say on that page.</p> | <p><i>Teaching Tip:</i> Pretend you can't remember how the story goes on one of the pages, and show kids how the pictures show you what's happening—study the picture closely and say something that makes sense for the picture. You can teach your children that often, once you say something that makes sense for the picture, it will all come back to you and you'll remember the actual words of the story.</p> | <p>We Are Storybook Readers Anchor Chart</p> |
| <p>Sometimes readers get confused about the parts in a story. Today I want to teach you that when readers get confused, they go back to the last place where everything was still making sense and they can reread and retell what's happened so far to get them going with their reading again.</p> | <p><i>Teaching Tip:</i> Show kids how, on the second time through, when you are rereading or retelling, you pay extra-special attention to the pictures, making sure you really do know what is happening before you turn to the next page, and the next, and the next.</p> | <p>We Are Storybook Readers Anchor Chart</p> |

Interactive Read Aloud

Across the read-aloud time during this first unit, your aim will be to support students' growing understanding of story structure and concepts about print while developing language and building vocabulary. You'll support much of this work by repeatedly reading emergent storybooks. Throughout these sessions, your goal will be to invite students to participate with you in a collaborative reading. Read as you would read a bedtime story, encouraging children to participate, your goal is for children to chime in often. They'll suggest what might come next, they'll fill in upcoming events and reactions to the events. Highlight through your actions the fact that readers progress from the front cover, through the pages of a story, to the back. Show children that when readers turn to a new page, they look at the picture, notice what's going on, and think.

Suggested text: So Much by Trish Cooke



Read-Aloud Session 1

Before You Read

Introduce the book by giving students the gist of the story and taking a picture walk of the first few pages. Page 1: Point to the picture to recruit readers to say who's in the scene and what's happening. Pages 2-7: Recruit kids to figure out who the new character might be and what she might be saying and doing. Then, prompt a prediction.

As You Read

Read the text with expression, emphasizing the rhythm and repetition of the text. Page 13: Prompt children to check their predictions by retelling what's happened so far. Page 14: Pause after reading the text to study the illustration and build meaning. Urge children to act it out to support understanding. Page 15-16: Think aloud before prompting students to turn and talk to share ideas. Pages 20-22: Stop to clarify meaning. Page 24: Prompt children to consider what characters are saying or thinking.

After You Read

Remind kids to stick with the book after they finish reading. Quickly retell the key details as a class to support comprehension of the text. Listen in to students' retell before reconvening to name back key details.

Read-Aloud Session 2

Before You Read

Set students up to listen with a new lens as you reread.

As You Read

Reread the text with expression, pausing to study the illustrations a bit more closely to see new details. Page 11: Stop to think more deeply about characters. Page 13: Prompt children to chime in with you, reciting the repetitive phrases across the pages. Page 24: Stop to clarify meaning. Page 26: Prompt children to think, once again, about what characters are saying or thinking, drawing on what they now know about the story. Pages 30-33: Read on, stopping to prompt students to share their own ideas. Pages 34-35: Pause to prompt children to think about the change in feelings.

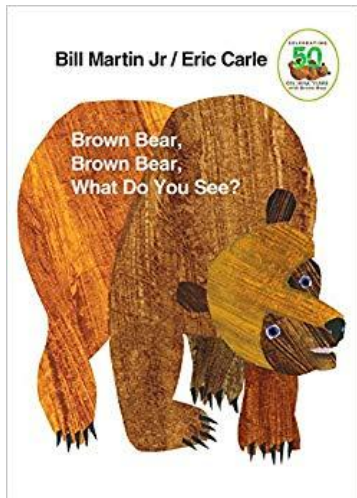
After You Read

Reread favorite pages to perform the book together.

Shared Reading

At this time in the year you'll want to choose texts that are fun to read or may present rhyme and pattern to support children in reading with more accuracy and fluency. You'll still want to work on developing phonological awareness, as well. Texts like Brown Bear, Brown Bear offer opportunities to work on these skills. Overall, these books should be great fun and accessible, because this is a time to welcome children into the world of print and help them cross the bridge into conventional reading.

Suggested text: Brown Bear, Brown Bear, What Do You See? Eric Carle



Day One: Falling in love with the book

Conduct a letter review with children using classroom charts. Give a book introduction to provide the gist of the story and entice readers. As you read, you will want to guess a couple of words that are covered up. Choose words that relate to the pattern of the book as well as words children can solve by using the picture (and the meaning of the text/pattern) to help them "guess the covered word". Find at least one place to stop and turn and talk about the story. Reread all (or part) of Brown Bear, Brown Bear, emphasizing different things readers do each time. Conduct a wrap-up activity at the end of the book, such as a class retell of the book. Then teach your kids how they too can make a similar book, but with the kids in the classroom.

Day Two: Looking Closely at the Pictures

On this day, you'll reread the book with a focus on looking closely at the pictures as well as using them to help solve words on the page. Quickly reread a familiar text (i.e., a poem, song, chant, the word wall) to build confidence and excitement and get voices ready. As you read today, you'll place an emphasis on studying the pictures. Cover a few of the words, encouraging children to use the picture and the pattern read. Engage children in seeing and saying additional things about the animals in the book.

Day Three: Word Play

Quickly reread a familiar text to build confidence and excitement and get voices ready. Continue to support students' growing understanding of print concepts and phonological awareness. Develop students' phonemic awareness and have them recognize rhyming words. Highlight familiar word wall words as you read. Play a

quick rhyming game with students, choosing different words to fill in the rhyme.

Day Four: Fluency

Quickly reread a familiar text to build confidence and excitement and get voices ready. While reading with fluency and expression, invite children to join you in putting stress on certain words or phrases (prosody). Together, pause to act out parts of the book, and make your voices sound like that of the character or narrator. Pay attention to punctuation and think about how to make your reading voice match. Engage the class in making rhyming words, both real and nonsense.

Day Five: Extending the Text

Quickly reread a familiar text to build confidence and excitement and get voices ready. Allow students' reading voices to outshine your own, perhaps letting your voice drop entirely. Engage the class in a discussion about the characters. You might also do interactive writing connected to the text.