KINDERGARTEN Sample Sessions

UNITS OF STUDY for Teaching Reading LUCY CALKINS Heinemann with COLLEAGUES from the READING AND WRITING PROJECT DEDICATED TO TEACHERS

KINDERGARTEN Components

- Four Units of Study: including one foundational unit and three other units to address reading fiction and informational texts.
- A Guide to the Reading Workshop, Primary Grades: Details the architecture of the minilessons, conferences, and small-group strategy sessions and articulates the management techniques needed to support an effective reading workshop.
- If... Then... Curriculum: Assessment-Based Instruction, Grades K-2: Contains additional units to support and extend instruction and to prepare students for work in the main units as needed.
- Online Resources for Teaching Reading: A treasure chest of additional grade-specific resources, including bibliographies, short texts, illustrations to show completed anchor charts, reproducible checklists, pre- and post-assessments, mentor texts, videos, and Web links.
- Large-Format Anchor Chart Post-it[®] notes: Preprinted Post-it[®] notes with summarized, illustrated teaching points help teachers create and evolve anchor charts across each band and unit.
- Read-Aloud Post-it[®] notes: Preprinted Post-it[®] notes highlight possible teaching points the teacher might address during the read-aloud.
- Trade Pack: Grade-level book set for teacher demonstration, modeling, and read-aloud (recommended optional purchase; available in bundles with the units and also separately).

For complete details, please visit unitsofstudy.com/teachingreading



owerful instruction produces visible and immediate results; when youngsters are taught well, the thinking, talking, and writing about reading they produce becomes far more substantial, complex, and significant. Good teaching pays off. When you provide students with constant opportunities to read and to write and when you actively and assertively teach into their best efforts, their literacy development will astonish you, their parents, the school administrators, and best of all, the students themselves.

-LUCY CALKINS

Welcome to the Kindergarten Units of Study for Teaching Reading Sampler. This booklet includes sample sessions from each of the four units of study for this grade level, chosen to broadly represent the range of work that students will do and to provide a snapshot view of how instruction develops across the school year.

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GRADE K UNIT 1 OVERVIEW AND CONTENTS



We Are Readers

NATALIE LOUIS

Your biggest message in this, your children's first-ever unit is that yes, indeed, they can read! You'll know that this unit has succeeded if, by the end of it, your kindergarten students declare, "We are readers!" While you will be teaching reading strategies and habits, the most important teaching will be about desire and identity.

The first bend of the unit invites kids to read information texts and the second adds storybooks to the mix, so that by the second half of the unit, reading time for your kindergarteners will include time to reread and storytell familiar storybooks as well as time to study the pictures and figure out words (as best they can) in concept books and other nonfiction books.

At the start of kindergarten, you won't be able to teach a minilesson, say "Off you go," and expect your kindergarteners to sustain involvement with a stack of books. As a result, shared reading, read-aloud, and word study will be especially important to this unit. Your kids will be able to sustain one kind of reading for five or ten minutes, another kind of reading for another ten minutes, so that is how reading workshop will proceed. The predictability of the different kinds of reading will help your youngsters know that yes, indeed, they can do this thing called school. The routine matters, the predictability matters, and the crystal clear structure and transitions between parts of the workshop all matter.

Of course, most of your kids will be doing emergent rather than conventional reading, which doesn't mean that their skills won't develop in

leaps and bounds-they will. Children will develop concepts of print (that is, an understanding that books are read from cover to cover, left to right, top to bottom), phonemic awareness (learning to rhyme, to hear component sounds in a word), phonics (learning letter names and sounds), and the knowledge necessary to use story language to support their approximations of reading. Children will meanwhile pore over texts with flaps and mirrors and creatures with weird noses and trucks with big cranes. They'll also read "Old Favorite" storybooks, returning to books that you'll read over and over to them. The constant refrain of kindergarten— "Do it again!" — means that kids are primed to learn from rereading, and in this unit you lean heavily on that. Your children take comfort in and also love familiar texts. One aim will be to draw them toward conventional reading. By the end of this unit, many of your students will reach a point where they want to read a text conventionally but can't, when they are craving the skills and powers to read conventionally. The next unit, Super Powers, will move them another big step closer to the reading that they desperately want to do.

An Orientation to the Unit

- **BEND I** Launching with Learn-About-the-World Books
- 1. Readers Read the World
- 2. Readers Read Books to Learn about the World
- 3. Readers Read by Themselves and with Others
- 4. Readers Read a Book from Cover to Cover
- 5. Readers Reread
- 6. Readers Reread a Book by Putting All the Pages Together
- 7. Readers Reread to Rethink
- 8. Rereading Helps Readers Learn from Words in Books, Too
- 9. Readers Sound Like Teachers When They Read Learn-about-the-World Books

BEND II ◆ Reading Old Favorite Storybooks

- 10. Readers Can Read Stories They Have Heard a Zillion Times
- 11. Readers Work Hard to Make the Words They Read Match the Page They Are Reading
- 12. Readers Know How to Get Their Own Old Favorite Storybooks
- 13. Readers Use Exact Character Words
- 14. Readers Reread Old Favorites, Remembering to Say More and More of the Story
- 15. Readers Use Special Connecting Words to Put Storybook Pages Together

- 16. Readers Use More and More Words that Are Exactly the Same in Their Old Favorites
- 17. Readers Can Point to and Read Some Words in Their Old Favorites
- 18. Readers Work with Their Partners, Using All They Know, to Read Old Favorites
- 19. A Celebration of Old Favorite Storybook Reading (and Learn-about-the-World Reading, Too)

Read-Aloud

Shared Reading





GRADE K UNIT 2 OVERVIEW AND CONTENTS

Super Powers Reading with Print Strategies and Sight Word Power

LUCY CALKINS AMANDA HARTMAN ELIZABETH DUNFORD FRANCO

A t this point in kindergarten, most of your children are 4 and 5 years old, still so young! But they're also brimming with energy and desire to read. And they are familiar enough with the daily rhythms of reading workshop that things work with a hum rather than in spurts and starts. This means that you are poised to do some important teaching. To do this, it is important to remember that young children learn through play, through drama, through exploring.

This unit glories in children's love of play. You'll dramatize the idea that to read, people call on super powers, just like superheroes do, thus imbuing this unit with a spirit of fun and accessibility. Instead of conveying, "Let me instruct you in how to read," you'll say, "Oh my gosh, we have to use our super-strength, extra special powers to read this book!" Equally important will be the message that "Superheroes don't give up in a jam!"

This is also the age where your children are begging anyone and everyone to "Read it again!" They can read the same text a hundred times over, and that eagerness to reread beloved texts characterizes the kinds of work you'll do and the kinds of material you'll use. You can make dramatic strides with kids by channeling them to practice their reading superpowers with books you've read over and over to them, songs you've sung repeatedly, and charts you've made together. Your kindergartners' introduction to paying attention to print will be with familiar and beloved texts, and this will allow them to bring their energy and enthusiasm to the work of one-to-one matching. At this stage in the year, children at benchmark will read emergent storybooks, shared reading texts, and unfamiliar level A and B books. "Unfamiliar" books are ones you've read only once or twice during shared reading or books you've introduced to kids, perhaps reading just the first few pages of the book.

In the first bend, you'll announce that children have "super powers" for reading, and you'll spotlight "pointer power," helping children point as they read, tapping each word just once, checking that their reading makes sense, and anchoring their pointing by noting the words they know "in a snap."

The second bend rallies kids to move from familiar to unfamiliar ones and adds to students' repertoires of super powers (reading strategies), teaching them to search for meaning, use picture clues, and to use the sound of the first letter of a word to help them read.

In the final bend, you'll invite students to draw on all of their super powers as they work to make their voices smoother (fluency), and to communicate their understanding of the text (meaning). Partners will share favorite parts of books during book talks.

An Orientation to the Unit

- BEND I Using Super Powers to Look and Point, and Then Read Everything
- 1. Readers Have Super Powers to Look, Point, and Read Everything They Can!
- 2. Super Readers Use Pointer Power to Check Their Reading, Making Sure What They Say Matches What They See
- 3. Readers Don't Let Longer Words Slow Them Down: Every Word Gets One Tap
- 4. Readers Use Snap Words to Anchor Their Pointer Power
- 5. Partner Power Gives Readers Even Stronger Pointer Power

BEND II • Taking On Even the Hardest Words

- 6. Super Readers Put Powers Together
- 7. Super Readers Learn Words and Practice Reading Them in a "Snap!"
- 8. Super Readers Make the First Sound in the Word to Help Them Read the Word
- 9. Super Readers Don't Give Up!
- 10. Celebration: Readers Show Off Their Powers
- **BEND III** Bringing Books to Life
- 11. Readers Use Their Voices to Bring Books to Life
- 12. Readers Use the Pattern to Sing Out Their Books
- 13. Readers Use Punctuation to Figure Out How to Read
- 14. Readers Change Their Voices to Show They Understand the Book

- 15. Super Readers Talk about Books, Too!
- 16. Readers Retell Books after They Read Them
- 17. Celebration: The Gift of Reading

Read-Aloud

Shared Reading





GRADE K UNIT 3 OVERVIEW AND CONTENTS

Bigger Books, Bigger Reading Muscles

LUCY CALKINS ♦ KATIE M. WEARS ♦ REBECCA CRONIN ♦ ANGELA BÁEZ

A this time of the school year, your kindergarten readers are at an important juncture. They are moving from rereading mostly familiar texts to attempting more difficult books with greater independence. Whereas in the *Super Powers* unit, texts such as "The Itsy Bitsy Spider" feature heavily in children's book baggies after repeated reading and singing of the song, in this unit they'll be shopping for unfamiliar books, and doing so on their own. Many will have made the leap from reading levels A/B books to reading books at levels C/D, and some will be beyond. This is a significant time in reading development. At level C, readers must use the initial consonant or consonant cluster (blend or digraph), along with meaning and syntax to read the correct word. Many of your readers will be approaching level D, and these books are written so that readers must use meaning and syntax, and check the beginnings and endings of words in order to understand what is happening. With all of this learning to do, it's not only the children who have their work cut out for them!

Since your children will need to carry forward the reading behaviors that they worked on in the previous unit, it makes sense to uphold the metaphor of super heroes using their reading super powers. You will help students to grow their banks of super-power reading strategies to help them face the challenges of their new books. As the unit progresses, you'll teach readers that as their books get even bigger, their regular super powers need to get bigger, too. You'll ask readers to turn their powers up to "Extra Strength!"

In the first bend of the unit, you'll invite readers to study the ways books are

becoming harder, so they'll be prepared for the new work they need to do as readers. You'll teach them that they can use their knowledge of how patterns go—their pattern power—to read texts with longer, more complex patterns. You'll equip them with strategies for tackling breaks in patterns, and you'll teach them to use their pattern power to think more deeply about what a book is really saying.

In the second bend of the unit, you'll rally students around the work of using their knowledge of letters and sounds—their sound power—to read tricky words. You'll teach children first to attend to the initial letter, then to look to beginning consonant clusters (blends and digraphs), and finally to move their eyes to attend to the end of unknown words. By the end of this bend, your students will be using more visual information, in addition to meaning and structure, to solve tricky words.

The third and final bend of the unit supports students in orchestrating all the strategies they've developed to read more complex books with accuracy, fluency, and comprehension. This bend places a particular emphasis on reading high-frequency words with automaticity. You will also emphasize the importance of thinking and talking more deeply about books.

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An Orientation to the Unit

- **BEND I Tackling More Challenging Books**
- 1. Tackling More Challenging Books
- 2. Readers Use Patterns to Help Them Read Almost Every Page
- 3. Readers Figure Out the Changing Words in the Pattern
- 4. Readers Use All of Their Super Powers to Read Pattern Breaks in Books
- 5. Readers Check Their Reading
- 6. Readers Use the Pattern and the Ending to Understand Their Books

BEND II • Zooming In on Letters and Sounds

- 7. Readers Use Their Letter-Sound Knowledge to Help Them Read the Words on the Page
- 8. Readers Use Their Letter-Sound Knowledge to Help Them Read Unknown Words
- 9. Readers Can Notice Consonant Clusters to Help Solve Unknown Words
- 10. Readers Look to the Ends of Words as They Read
- 11. Readers Preview a Page and Locate Known Words before Reading
- 12. Readers Check Their Reading

- **BEND III** Graduation: Becoming Stronger Readers
- 13. As Books Become Harder, Readers Need New Kinds of Picture Power
- 14. Supporting Readers Who Are Moving from Pattern Books to Stories, and Bolstering Partnerships
- 15. Readers Can Read Snap Words with Inflected Endings
- 16. Readers Use All They Know about Stories to Make Predictions
- 17. Readers Need Extra-Strength Reread Power to Bring Their Books to Life
- 18. Readers Need Extra-Strength Book Talk Power
- 19. Celebration: Readers Use All of Their Powers to Read New Books

Read-Aloud

Shared Reading





GRADE K UNIT 4 OVERVIEW AND CONTENTS

Becoming Avid Readers

LUCY CALKINS MARJORIE MARTINELLI CHRISTINE HOLLEY

K indergarten children at this time of year are blooming, right along with the crocuses and the daffodils. Springtime of kindergarten is a time of unparalleled growth, both physically and intellectually. Your children are taller, leaner, and better able to control both gross-motor and small-motor skills and they are ready to put their growing literacy powers to great use. In this unit, you'll help them to get an image of what it means to be a truly avid reader—talking deeply about books, envisioning the drama of a story, sharing responses with friends, and pursuing ideas.

This unit bookends the first unit, *We Are Readers,* as once again you help your youngsters role play their way into being the readers you want them to become. Back then the rallying cry was "You are readers!" Now it's "You are avid readers!" and helps them believe that there are few pleasures in life that are more special. Your children will continue to engage in playful interactions, with reading now a part of this play. As they engage in "reading playdates," children will try out and even invent fun literacy things to do with their friends.

Your children have also grown as conventional readers and many will come to this unit already able to attend to the various patterns and pattern shifts that exist in the books they are reading. They know that not only is there often a twist at the end, but that the pattern might also change in the middle or from one page to the next. They have learned to pay attention to what is happening in each book and to use multiple sources of information—phonics (visual information) as well as the whole picture (meaning)—to help them problem solve their way through these tricky pattern changes with increased accuracy and comprehension. This first bend begins by exploring the question "What is an avid reader?" You tell kids that avid readers are not to be confused with aphids—avid readers are not bugs you capture in a jar. Instead, avid readers are people who love reading so much they can hardly *bear* to stop reading. They read not just during reading workshop, but at home, too, and all day long—even during line-up for gym time! You'll move your students further toward independence by helping them create their own super powers charts based on self-selected goals as they read fictional stories, paying close attention to characters, setting, and plot.

The next bend parallels the work of Bend I, but now you'll support children in becoming avid readers of nonfiction texts. They will become experts on a chosen topic as they read alongside others in reading clubs. You'll show your students how to read like professors, how to teach each other what they are learning, and how to incorporate keywords that go with their topics into their talks.

The final bend of the unit has a celebratory feel as students explore poetry, play with rhyme and rhythm, and innovate upon existing poems and songs. All the while, they'll be developing their fluency as they continue to read alongside others in their clubs. The grand finale brings together the best aspects of poetry—illustrating, performing, singing, and creating copycat poems—as you and your students celebrate the language of poetry and books.

Your children will end kindergarten not only enacting the role of an avid reader, but believing they are avid readers as they play their way into a powerful reading identity that will help them transition to first grade.

An Orientation to the Unit

- **BEND I** Becoming an Avid Reader
- 1. What Is an Avid Reader?
- 2. Reacting to Books
- 3. Capturing Thinking about Books
- 4. Avid Readers Reach for Just-Right Words to Describe Feelings
- 5. Avid Readers Reflect and Set Goals for Themselves
- 6. Avid Readers Make Playdates
- 7. Playing Pretend
- 8. Close Reading and Book-Based Pretending
- **BEND II** Learning from All-About Books
- 9. Thinking about and Reacting to Nonfiction Texts
- 10. Talking Like an Expert.
- 11. Nonfiction Reading Playdates
- 12. Falling in Love with Topics
- 13. Avid Nonfiction Readers Notice Similarities and Differences in Books
- 14. Avid Nonfiction Readers Pretend

- **BEND III** Falling in Love with Poetry
- 15. Reading for Meaning and Rhythm and Fun
- 16. Readers Bring Out a Poem's Meaning and Feeling
- 17. Becoming a Copycat Poet
- 18. Avid Readers' Poetry Extravaganza

Read-Aloud

Shared Reading: Becoming Avid Readers





IN THIS SESSION, you'll teach your kindergartners that readers read the world. A reader is someone who walks through the world on the lookout for things to read.

GETTING READY

- ✓ Write the "We Are Gathering" song lyrics in big letters on chart paper and hang this in a prominent spot (see Connection).
- Reveal an anchor chart titled "We Are Readers!" during the teaching point (see Connection).
- Take out today's strategy Post-it notes—"We can look." "We can think." "We can read."—to add to the chart (see Connection).
- Choose a couple places in the school building with signs that you and children can visit and "read" such as the school lobby and a bathroom (see Teaching and Active Engagement).
- Record the numbers 1–6, writing each number on a different piece of paper, and hang each paper next to six distinct areas in the classroom for children to "read" (see Link).
- Be sure that the six numbered parts of the room each contain lots of labels and other environmental print. It will be especially helpful if there are enough context clues that emergent readers can decipher the meaning of the print for example, the label "pencils" is on the pencil can with a drawing of a pencil.
- ✓ Pointers or rulers for children to use to indicate what they are reading
- ✓ It is critically and urgently important that you refer to the Read-Aloud section at the end of this unit and do that work with *two* books in particular—*Three Billy Goats Gruff* and *The Carrot Seed*. This is in preparation for the second bend of this unit, which relies on kids knowing those books almost by heart, having participated in engaging read-alouds at least five times with each book.

Session 1

Readers Read the World

MINILESSON

CONNECTION

Rally kids to the idea that they can walk through the world reading because there is so much to be read.

From my place at the head of the meeting area, I asked one table full of children, then another to join me. After I'd convened a few groups, I just gestured, "Come," to the remaining children, and as they joined the group sitting before me, I sang a "gathering song" that would soon become tradition during this transition. To the tune of *Frère*

Jacques, I sang, pointing to the chart on which I'd written the words of the song:

We are gathering, We are gathering, On the rug, On the rug. Everyone is here now, Finding their own space now. We are here.

We are here.

After finishing a second round of the song, I said to the children, "You are gathering in a very special place. Look all around you. Do you see that you are *wrapped in books*? This is our



Grade K: We Are Readers

library," and I pointed to a sign that labeled the bookshelf area, "and every day, we'll gather in this very special place for our reading workshop time.

"You can start right away, right here, right now, becoming readers."

Name the teaching point.

"Today I want to teach you that readers walk through the world in a special way. They don't just see things. They *read* things. They read names and signs, directions and songs, too. They do this by looking at the words and thinking, 'What might that say?'"

I turned to a piece of chart paper labeled with the title of our first chart. As I added each bullet point, I read that point.

TEACHING

Demonstrate by taking your class to a place in the hallway containing environmental print. Recruit them to "read" a word or two, choosing words for which the meaning is well supported.

"Ready to walk and read the world?" Children nodded. I lined them up in pairs, then said, "Hold the hand of the reader standing next to you and follow me." I made a "zipped lips" sign. When we reached the school's lobby, I said, "All of you have been in this lobby and have *seen* the lobby, but I want you to know that *readers* don't just *see* the lobby. Readers *read* the lobby." I paused and looked directly at each child, to let the words hang heavy in the air for a moment.

"So if I want to be a reader in our school's lobby, I see this sign hanging over this doorway," and I pointed to the "Main Office" label on the door of the school office. "Watch me do



this." I touched the sign and thought aloud, "Wait, what is that room?" and then said, "Oh, yeah!" and read "The Office."

"As a reader, am I going to say, 'Done,' and that's it for reading the lobby?" I asked, gesturing to all the other environmental print around me. "No way! I'll read here." I touched a row of pictures of former school principals, each with a name under the photograph. Pondering the pictures, I mused to myself, "Maybe these are people who work in the school? Teachers maybe? They have serious faces. Maybe they are principals?" Pointing to the letters under one photograph, I thought aloud to myself. 'Hmm, . . . What might this say?' Could it say, 'Principals'? What do you think?" One small voice said, "It probably says their names." I agreed that was what it probably said. As you name the things that readers read, you may want to gesture to them: to the names of children in the class, to a sign that says "library," to the words of the song you've just sung.

You will want to have figured out where you'll take your kids during both the minilesson and the rest of today's workshop. You might take kids to a part of your classroom and announce, "Let's read the world right here!" You could take them to the hall right outside your classroom. If you are uncomfortable moving the class, you could display photos of environmental print, in its setting, using a Smart Board or other technology.

If, in fact, the sign says "Main Office" or "Central Office" or "Mr. Ambrose," the principal's name, you can decide if you personally feel the need to read the words. If you are uncomfortable demonstrating approximation and need to read the words, that is okay. But if a child reads, "Office," you don't want to say, "Wrong," because that reader will have done many things right. You could, however, say, "Could be. That makes sense."

Session 1: Readers Read the World

ACTIVE ENGAGEMENT

Pair children and invite them to try reading in a different part of the school building to each other.

"Now it's your turn to try it. "Quiet as mice, follow me. Hold hands with the person next to you." I led the children to the bathroom. "Hey, that's where we pee!" one child said. Other kids giggled. "Normally, you're in and out of here quickly," I said. "But now, instead of just darting in and out, let's *read* it."

I pointed to the sign on the door and said, "You could start by reading this." Instead of giving them time to read it, though, I pushed open the door, pointed to the sign over the sinks and said, "And this," and then I pointed to the sign on the paper towel dispenser and added, "and anything else in here."

"This year there will be lots of times when you'll work with a friend. So, right now, if you are a girl, will you grab the hand of another girl, and you can work together to read this room. And boys, find a hand and you can go read the boy's room. Start reading!"

As they started talking, I coached, "Look closely to really see it. Use your finger." After a few minutes, kids came back out into the hallway and shared what they'd read: "Children's Bathroom," "Toilet," "Paper Towels," "Hand Dryer," "Kids Only." "Wash your hands."

Debrief in ways that help students know they can do similar work in another time and place.

Returning to the classroom, I took my seat at the front of the meeting area. "Kindergartners. You are doing what readers do." I held up my fingers to name parts of the process once more. "You now know that as readers walk through the world, they, one, look. Two, think. And last of all, three, read." Each time I touched a finger and named what to do, I also pointed to the Post-it notes on the anchor chart.

LINK

Announce that children are readers who can walk through the world seeing, thinking, and reading.

"So from now on, know that *you* are a reader, and you can start, right this very minute, walking through the world in a special way. Because remember, readers don't just see things. They *read* things. They read names and signs and directions and songs. They do this by really seeing what is there and then thinking about what it might mean and then asking themselves, 'What might that say?'"

Invite children to read the "world" of the classroom, labeled with six numbered sections.

"You will see that I have numbered our classroom," I said as I pointed out the numbered signs in various parts of the room. "As I tap you on the shoulder and give you a number, head off to spend some time reading that part of the classroom." I tapped the shoulders of several children and told them to go to area 1, which was the block area. I did this for the rest of the class until all children were dispersed to read one portion of the room or another. "For now, read the room in a whispering voice to yourself."

You will need to be sure that both bathrooms are cleared of kids, or you can choose an alternate room. You may want to go to the chosen room earlier and leave a lot of prominent environmental print.

Formal partnerships have not been established yet (see Session 3). However, it is important that students have reading friends from the very beginning. They are readers, after all!

Many of your students will, of course, not yet have decoding skills, but teaching them to decode is not the point of today's lesson. The point is to teach them that print carries meaning and that they can "read" by making meaning themselves. You want them to think, "I see a sign on the bathroom door. Maybe it says 'bathroom!" even if the sign in fact says "restroom."

As you send children off to do some private that is, independent—reading, you will likely find that they are reading to each other. No worries! This is normal! But to launch some of your predictable structures in a bit, you will direct them later to intentionally read with a friend, which you will formally introduce as partner reading in Session 3.



CONFERRING AND SMALL-GROUP WORK

Reading Environmental Print

T HIS FIRST READING WORKSHOP is unique because the children are not yet reading books. Books will make their entrance tomorrow. For now, you have channeled children to read environmental print using context clues. To make this work more print-centered and to increase motivation, you might give some children pointers or rulers so they can point at whatever they are reading.

The time will be easier to manage if you don't keep kids in one area of the room for long. Every few minutes, you voice over, saying, "If you haven't yet done so, read your part of the room." "Use your whisper-voice." "Point and read!" Then a few minutes later, you can say, "There are more places to read!" and shift readers in area 1 to area 2, and those in area 2 to area 3, and so on.

As you move from group to group, be sure to see and celebrate approximations of reading. If different children read the same thing differently, don't let them fret too much. Encourage them to collect possibilities for what a word might say. In general, notice what is right about what your children are doing even if their attempts at reading are mostly wrong. Celebrate correcting behavior too.

MID-WORKSHOP TEACHING Checking and Trying as You Read

"Readers, some of you are reading a word and then checking the first letter of the word and thinking, 'Does that look right?' Jamie, for example, read 'sink' above the sink, and then he checked the letter at the beginning: an *f!* It wasn't an *s* (/*s*/) for sink, so Jamie looked back again. He didn't give up! He finally got it—/f/ //f/ faucet! And I know lots of other kids are trying and trying again, too!"

TRANSITION TO PARTNER TIME Channeling Readers to Partner with a Friend

I stood in the middle of the classroom and sang out, 'Stop, look, and listen," and then paused, and after that pause, said to the class, "Readers, whenever I do that, when I sing out 'Stop, look, and listen,' that's the signal for you to stop, look at me, and freeze. When you've done that, I'll signal and you can sing back, 'Okay' as your way to say, 'We're ready to listen.' You ready to try it again?"

Then I did it again: "Stop, look, and listen," and then after a prolonged silence, I signaled them to sing the refrain, "Okay!" I suggested they return to their reading so we could practice once more, which we did. I waited for them to be absolutely still before calling for the "Okay" refrain.

Then I said, "Readers, when you first entered this room, you noticed the things in it—the tables and chairs, books and toys. But now, you are not just *seeing* things; you are *reading* things. Kindergarten readers read by themselves, privately, *and* with others. Right now, huddle up close to a reading friend." They did this. "Now talk about how reading went today. What was the *best* part? Was anything a *big* surprise? Do you have questions that you're wondering about? Ready? Go!"

After children talked a bit, I said, "Read everything that is near you—to-gether! Get started. Use your pointing finger!" After children read whatever was within reach, I moved them to yet another numbered area to continue reading the room together.

Session 1: Readers Read the World



SHARE

Finding More to Read

Ask children to think about other things they can read in the world.

At the end of the workshop, gather your kindergarten readers back at the meeting area to follow up on the learning that happened. Say, "Readers, you've already read a lot of things in our school, but the world is a big place, and I bet there are other things you can read outside of our classroom. Right now, tell the person next to you what you might read on your way home from school. In your mind, take an imaginary trip home from school, and as you pretend travel, think about places that can be read. Do you pass a sign? Are there letters on your mailbox? Turn and talk!"

I gave children a few minutes to do this, crouching down and listening in. Then I reconvened the group and shared out some of the ideas I'd heard.

"Ramon said he passes a McDonald's near his apartment. He can read the letters that spell out 'McDonald's.' Jennifer and Tonya both pass playgrounds on their way home from school, and there are signs near them. One has a dog on it and a big line through the dog. They think that sign says 'No dogs.' I have a feeling you'll all be able to read your way home!

"So, readers, remember that from now on, everywhere you go, you can read the world!"

If children arrive the next morning bursting with examples of what they read on their way home, you might want to download images containing the words and phrases they found, use them as a shared reading text, and put copies in their table tubs.

Session 2

Super Readers Use Pointer Power to Check Their Reading, Making Sure What They Say Matches What They See



MINILESSON

CONNECTION

Direct children's attention to a prefabricated spider web bearing a note from Reader-Man, and ask a child in the class to retrieve it. Then read the note out loud.

"Readers, look! Check by the window. It looks like a *spider* web, doesn't it? Fernando, can you go over there? It looks like a note was left inside the web." Fernando inched toward the window, where I had stretched a thin piece of cotton, and carefully peeled away a small piece of paper. I unfolded it and began to read:

"Dear Super Readers,"

I looked at the class, "Oh, it's written to you!" I read on:

"My friend Spider-Man told me that you have been using reading super powers to read EVERYTHING around you. I have a MEGA IMPORTANT tip for you. Sometimes there are lots of words or longer words and you MUST check that you're reading those words correctly. I left you special power pointers, by the sink, to give you even stronger POINTER POWER! When you read, make sure you point one time, under each word to make your reading match the words on the page. Enjoy reading today and every day!

Readerly yours, Reader-Man"

IN THIS SESSION, you'll teach children that the number of words they read should match the number of times they point.

GETTING READY

- ✓ Write the class a note from Reader-Man, explaining the importance of pointing accurately, and leave it near the meeting area. You may also want to stretch a piece of nylon or cotton to create a mock spider web on which to place the note (see Connection).
- Plant a pile of Popsicle sticks in a corner of your classroom. Children should have these pointers with them at their rug spots during every lesson (see Connection).
- Choose a familiar text. You'll use this as your demonstration text across most of this bend. We Suggest Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr because it has a simple, rhythmic pattern that children can hold onto easily (see Teaching).
- Make student copies of a familiar text, such as a song, poem, or nursery rhyme. We chose "One, Two, Buckle My Shoe" (see Active Engagement).
- Hang the Private Reading/Partner Reading sign in an area visible to all students (see Transition to Partner Time).
- Choose one page from your demonstration text and cover the lines of print with a wide strip of colored paper. Write the words from the covered sentence on white paper and cut the words up into individual cards (see Share).
- Introduce the spaceman tool from writing workshop, and model how it can also be used during reading workshop. If you do not have this tool, create one by drawing an astronaut helmet and a face on a tongue depressor or bookmark (see Share).
- Add the strategy Post-it—"ECHO, Echo, echo read."—it to the "Readers Read with a Partner" chart (see Transition to Partner Time).

Session 2: Super Readers Use Pointer Power to Check Their Reading, Making Sure What They Say Matches What They See

Debrief. Recap the contents of the note, sharing the new reading tip from Reader-Man and directing children to his gift to them: pointers.

I stared back at the class in total shock. "Wait, did I read that right?" I placed the note under the document camera. "Did Reader-Man just leave us a note about reading?!" The class stirred and looked at one another, and then Ori shouted out, "He did! He did!"

"Reader-Man said, that *you* have reading super powers! He left you power pointers by the sink. Sara, can you go check it out? Are there special pointers by the sink?"

"Yes!" she cheered, raising two arms up in the air. The class cheered and clapped right along with her.

"Well, Super Readers, Reader-Man just gave us a pretty important tip about reading words.

Name the teaching point.

"Today I want to teach you that when you read, every word you say has to match a word you point to on the page. When you stop reading, there can't be any words left over or any extra words coming out of your mouth! If there's a problem, go back and reread, to make it match."

TEACHING

Read a familiar text, pointing under each word, making the pointing and the reading aloud match. Then name what you did.

"Let's reread, *Brown Bear, Brown Bear, What Do You See?* As we read, watch how I tap once for each word on the page. I am going to use my pointer power to make sure I point one time under each word and make it match. Ready to read with me? Here we go!" I held up an oversized version of the kids' special pointers and began to read aloud, as some of the children chimed in with me:

Brown Bear,

Brown Bear,

What do you see?

"Did you see how we read that page? Did you see how crisp my pointing was? Was it on top of the word? No! Was it next to the word? No! Did I make it match? Yes! I read ... one, two, three, four, five, six, seven, eight words! And I pointed eight times! One time for each word.

Feel free to make this pointing tool as simple or as fancy as you'd like. For example, you may choose to use plain Popsicle sticks. Kids will no doubt be excited, nonetheless. After all, Reader-Man left them! Or you'll maximize the excitement today's lesson is bound to create by embellishing these pointers with paint, stickers, glitter, and so on. You may even choose to supply children with little finger flashlights that they can strap onto their finger, lighting up each word as they point and read. For example, http://www.amazon.com/40-Super-Bright-Finger-Flashlights/dp/B0018LAGZY (link provided in the online resources). No matter the tool itself, your aim here is to make this reading work fun so that children are energized to practice. 💥



GRADE K: SUPER POWERS

This time, deliberately omit a word so the pointing doesn't match, finding this out only at the end of the line. Use this to show the need to reread to make it match.

"Let's keep reading, and I will point again, using pointer power. Let's make sure I give each word one tap. If I don't, put a thumb on your knee." This time as I read, I deliberately made a mismatch.

I see a [red] bird

looking at me.

I furrowed my brow as I reread one more time, still omitting, "red" from the sentence and still coming to that moment when I finished reading and there were more words on the page. "'I see a bird looking at me.' Hmm, ... I see some thumbs up. Did I make it match?" The class shook their heads, calling out, "Noooo!"

"Uh-oh! Reader-Man *did* say this can happen sometimes. So when you feel that 'uh-oh' feeling, try again! Let me read it again and make sure I point under every word, one at a time. I'm going to check for those finger spaces to move my pointer to the next word, one word at a time. Here I go:

I see a red bird

looking at me.

"Does it match now?" The class reassured me that it did.

Recruit a child to come forward. Give the child the pointer and recruit him to help you point under words, aiming for one-to-one matching.

"Let's make sure. Read it with me." I led the class in a rereading, pointing crisply under each word as we read aloud.

I see a RED bird

looking at me.

"Carl, come on up. Let's read the next part, and Carl is going to use his special pointer—from Reader-Man—and his pointer power! Let's see if he remembers to point *under* the words and make it *crisp* and *sharp* to make sure it matches. Here we go. Let's read!" I turned the page and signaled for the class to read the next two lines together. Then I celebrated the monitoring work kids were doing to reinforce one-to-one correspondence, matching written words to spoken words.

You'll want to make your pointing crisp in order for children to more easily identify the error. While many children will hear the error, having memorized the text you'll want to prompt children to study how your reading (and pointing) does not match the number of words on the page.



FIG. 2–1 Take the time to prepare a letter and pointers in order to create a drumroll for the work students will do across this first bend. It will definitely pay off!

Notice how I use a voice-over to narrate the behaviors I want all students to use, pointing under each word and making it crisp and sharp. For whatever skills you are teaching, narrating the positive behaviors, even before students are actually doing them, will help students put them into action more readily.

Session 2: Super Readers Use Pointer Power to Check Their Reading, Making Sure What They Say Matches What They See

ACTIVE ENGAGEMENT

Invite children to read their copies of a familiar text, pointing and tapping once under each word with their pointer. Remind them to reread if the words they say don't match what's on the page.

"Let's all practice pointer power! Everyone take out your pointer and a copy of 'One, Two, Buckle My Shoe!'" I quickly passed out one for each child. "You all know this nursery rhyme *so* well. Get your pointers ready to read. As you read, make sure you point under the words. Tap each word once and make it crisp and sharp. But remember Reader-Man's *mega important* tip: sometimes you'll get an uh-oh feeling when the words don't match. If that happens," I paused to give the class a chance to fill in.

"Read it again!" a group of voices called back.

"Exactly. Make sure you match the words you say with the words you see on the page. Pointer power, activate!" I motioned for children to get started reading the nursery rhyme at their spot as I moved around the rug to coach.

LINK

Remind children of the new reading power and pointing tool they now have, and of how these can help them read.

"Super Readers, today is so special because not only did we discover that Reader-Man visited our classroom, but he also taught us that readers have powers, too," I told the class excitedly. "Reading super powers! And he told us that one very important super power we all have is . . ."

"Pointer power!" called several eager voices.

"Exactly! You even have special pointers to make your pointer power even more powerful *and* to help you make sure your reading matches the words on the page. Pointing to words helps you not only look at the words but also make sure that you are reading what the book or song or chart wants you to!

"Thumbs up if you ready to go off and read! Are you ready to put your *pointer power* into action? Off you go!" I said, pointing to the Private Reading sign.



FIG. 2–2 A simple sign to cue readers that they should be reading independently.

You'll want to choose a short poem or nursery rhyme children know by heart in order to focus the work on monitoring one-to-one matching as they recite and point under the words. This way, students will be more likely to catch their errors when they have run out of words to point to or still have more words to go. Using familiar texts also will build confidence in your readers and will become supportive materials for them to read during reading workshop.



FIG. 2–3 Gavin writes a thank-you note to Reader Man for the power pointers. "They are awesome!"

GRADE K: SUPER POWERS



Supporting Children at Different Levels of Proficiency

CONFERRING AND SMALL-GROUP WORK

T ODAY, LIKE YESTERDAY, you'll do the work that is so important at the start of a unit. You'll move quickly among your students, giving table compliments and conducting table conferences and quick on-the-run small groups to try to hoist the whole class into doing the main work of this unit. Keep in mind that if you teach with power and if your units are well aligned to your children's development, your whole-class unit instruction should sweep up two-thirds of the members of your class, lifting all of them to new levels of work. You'll have given them tons of practice in pointing at words as they reread familiar texts, and now, with the added pizzazz that will come from them having special pointers, you should feel as if there is no one who hasn't been brought into the mainstream of the unit.

You will, on the other hand, quickly be able to see that your kids are at different levels of proficiency, and you will want to approach your instruction with a sense of if \ldots then.

Some children may still need support with directionality. You might see some starting at the back of books they pick up to read. Coach these children to find the front of the book, locating the picture on the front and the title at the top, then move through the pages, one at a time, progressing from the front toward the back of the book. You might observe others pointing haphazardly across small copies of poems or charts rather than moving line by line, left to right. Prompt readers to put a finger at the top-left corner of the page, where the words start. Then, coach as they read across the first line, prompting them to return-sweep to the start of the next line. You might say, "Where will you read next? Move your finger to show me. Keep going!" To provide an additional scaffold, you may choose to leave a small sticker or draw a star at the place where the child will start reading.

Yet other children will have already secured early concepts about print, and they may be ready to read conventionally in just-right books. You'll notice that during writing time, these kids write with initial and final letters, and they can often reread bits of their own writing (you can as well!). You can conduct running records to learn the level of text difficulty in which these kids can be reading, making sure that you aren't expecting correctness (just one-to-one matching) at levels A and B. With these readers, your conferring will probably focus on print strategies that will help them read unfamiliar books and begin to move toward the next level of text, such as cross-checking the picture with the first letter of the word. Look ahead to the next book in this unit for the sorts of things you can teach these readers now in small groups.

MID-WORKSHOP TEACHING

Spaces between Words Signal New Words

"Readers, eyes on me," I said, and waited for their attention. "I want you to remember that you are not only readers, you are also writers. How many of you can remember writing a sentence like 'I love reading,' and after you write the first word—/—you leave a finger space before you write the next word—/ove."

I turned my back to the class and used gestures to show that after the first word (/), I'd leave a finger space before writing the second word (*love*) and the same for the third word (*reading*).

"Readers-writers, just like you use a finger space to *write* each word in a sentence, you can use a finger space to *read* each word in a sentence. After there's a space, it's a new word. The spaces can help you count how many words are on the page or on each line, and they can help you read. Right now, take whatever you were reading and, with your partner, count the words. Remember, after each finger space, there's a new word.

They did this, and then I said, "So get back to reading. And remember that finger spaces mean the same for readers and for writers: they signal a new word is coming."

SESSION 2: SUPER READERS USE POINTER POWER TO CHECK THEIR READING, MAKING SURE WHAT THEY SAY MATCHES WHAT THEY SEE

TRANSITION TO PARTNER TIME Partners Can Echo Read

"It's partner time!" I switched our sign to show the Partner Reading side. "Get your books ready to read. Get your poems and charts ready to read! Decide how you are going to read. You already know you can choose to read together, but you can also *echo* read. That means one partner reads a page and the other partner is the *ECHO*, *Echo*, *echo*, repeating the page." I added this to the "Readers Read with a Partner" chart to offer students another way to read together:



FIG. 2–4 Flip the class reading sign to signal that partner time has begun.



to see if they picked up their pointers. "Remember, Super Readers, to read, and waited to see if they picked up their pointers. "Remember, Super Readers, to remind each other to activate your pointer power and to use pointers. Help each other point under each word. Sometimes a reader will come to the end of reading and there will still be more words—or there won't be enough words—so you have that 'uh-oh' feeling. When that happens, partners, remind each other to reread."



SHARE

Constructing a Sentence to Reinforce One-to-One Matching

Cover the words on a page of a familiar book with a strip of colored paper to reconstruct the sentence with students.

Once all the kids were settled on the rug, I sat down next to our *Brown Bear*, *Brown Bear* big book. I opened the book up to the page where I had covered the words with colored paper.

"Hey! The words are hidden," a few children called out.

"Yes," I answered. "The words are covered, but I bet you already know how this page goes, right? It goes, 'I see a blue horse looking at me.' I covered the words because sometimes it can be hard, when you are *reading*, to use your pointer power. It can be hard to make it match. But, sometimes when you are *writing*, it is easier to make it match."

Help kids transfer skills they have as writers to their work as readers.

I held up eight word cards from the sentence in the book and said, "These are the words from this page. We are going to invite a very special guest to reading workshop to help us get the words down." The class looked toward the classroom door, checking for an important visitor. I picked up a Popsicle stick on which I had drawn an astronaut helmet and a face, a tool the kids were familiar with using during writing workshop to remember to include spaces between their words. Looking at the little man, I said, "Welcome, Spaceman!"

The class giggled. "Hey, that's from writing workshop!" Jordan piped in.

"You're right! Spaceman came all the way from *writing* workshop to help us during *reading* workshop. How cool is that? Just like you use finger spaces to start a new word when you write, you can use the spaces in your book to notice when it is time to read a new word. Let's try it." I held the cut-up sentence strip in my lap. "How does this page go?"

"I see a blue horse looking at me," the class chimed back.

"Right, the first word we need is *I*." I taped the word to the strip of colored paper. "What comes next? Oh yes, *see*." I hastily stuck *see* right beside the first word, leaving no space. Then, I held up Spaceman and deepened my voice to interject, "Stop! This is a job for . . . Spaceman!

Session 2: Super Readers Use Pointer Power to Check Their Reading, Making Sure What They Say Matches What They See



FIG. 2–5 Use a familiar writing tool to remind readers that spaces separate words.

"Where should this space go? Will someone come up and stick Spaceman in the right place so we know where one word stops and the next one starts?" I called up a child to insert the space to separate the two words.

"Now that we have that important space, let's reread and point, one time for each word." I pointed crisply under each word. "Let's keep going. What comes after *see*?"

"Another space!" Liliana piped up.

"Then, a comes after," Paola added.

I called the two girls up, one to hold up Spaceman and the other to tape up the next word. Before moving on, I invited the class to reread the first part of the sentence as I pointed under each word.

The class, Spaceman, and I worked together to construct the remainder of the sentence, rereading to point under each word crisply as we moved through the line. After we had constructed the entire sentence, I recapped. "So remember, just like you use spaces to write each word, you can use the spaces to move to the next word, pointing and reading one word at a time!"



FIG. 2–6 Spaces between words are often "invisible" in print. By placing word cards on top of a colored piece of paper, you're helping to emphasize the space between each word.

Session 3

Readers Don't Let Longer Words Slow Them Down

Every Word Gets One Tap

MINILESSON

CONNECTION

Rally students to keep using one-to-one matching, even with longer, more complex words.

I sang the class gathering song and waited for the students to find their spots before I began. "Super Readers, your pointer power is getting stronger and stronger every day. But I have something to tell you." I leaned in, continuing in a grave tone, giving my words more weight. "Even Superman's super powers can sometimes lose strength. If he gets near kryptonite, his powers get weaker and he has to fight extra hard to power back up. And guess what? Some words (longer words) are like kryptonite for readers because they make it harder to use pointer power.

"Sometimes longer words trick us into pointing two or three times for just one word. Like look/ing or com/pu/ter. Words can be short, like *pen*, or long, like *computer*, but readers need to give one word one tap, no matter what."

Name the teaching point.

"Today I want to remind you that when you point to words as you read, each word gets just one tap—even long words."

TEACHING

Invite children to say the names of three colored dots as you tap once under each one. Point out that even the longer (two-part) word gets just one tap.

I held up a piece of card stock with three colored dots across one line. "I have these three color dots. Each color dot gets one tap. Say it with me." I pointed under each word as the class "read" the name of each color:

Session 3: Readers Don't Let Longer Words Slow Them Down

IN THIS SESSION, you'll teach children that both short and long words get one tap.

GETTING READY

- Prepare a piece of card stock with three different-colored dots across one line (see Teaching).
- Prepare a second piece of card stock, this one with three different animal pictures in a line (see Teaching).
- Collect objects from around the room and place them in a basket (see Teaching).
- Write the name of each object you collect on a Post-it or index card to reinforce one-to-one matching when reading actual words (see Teaching).
- Make student copies of a familiar text, such as a song or a poem children know by heart. (We use "The Clean Up Song," and have provided a link to the lyrics in the online resources, http://barney.wikia.com/wiki/Clean_Up.) You'll use this to support one-to-one matching (see Active Engagement).
- Choose a familiar song or nursery rhyme and write the words on a white sentence strip. Cut the words into individual cards that can be arranged in order in a pocket chart. We suggest "Rain, Rain, Go Away" because it starts with clear, single-syllable words and then features a few multisyllabic words to reinforce one-to-one matching (see Share).

Blue. Yellow. Green.

"Did you notice how even *yellow* got one tap? Yel/low is a kryptonite word. It has two parts but it still gets one tap, just like *blue* and *green*. There are only three colors, three words to say, three taps to give. Watch me one more time and notice how I hold my finger down to read *yellow*." I reread, emphasizing the work of holding my pointer finger under the yellow dot as I read both syllables.

Repeat this process with pictures of animals, again asking children to join you. Then ask kids to name which word was the longer kryptonite word.

"Now, here are three pictures of animals we know." I held up another piece of card stock, this one with three animal photographs ordered in a line. "Let's say and tap each one, one time.

Bear. Fish. Tiger.

"Three pictures. We said three words and pointed three times, one tap for each word. Which word was longer that time? Which word tried to weaken our pointer power?" Some kids shouted out, "Tiger," right away, while others murmured, "Bear," or "Fish," uncertain about the number of beats per word. "Watch me one more time, and this time listen for the kryptonite word that has more parts." I reread, pointing crisply and holding for both syllables in *tiger*. "Did you hear it that time? Which word is longer? Which word had more parts?" This time voices piped up with greater confidence, shouting back, "Tiger." "Yes, but even though ti/ger has two parts, it still gets just one tap."

Ask children to name how many taps—words—they will say for the four items you've placed on a shelf. Then invite them to do this work.

"Here are some objects I found in our room." I placed the four items in front of me. How many taps will we need? How many words will we say?"

"Four!" the kids answered.

"Okay, let's try it. Pointers up! Point with me." As the class read, "Eraser," aloud, I bounced my pointer across the first three objects, landing on the pencil.

"Uh-oh. I think the kryptonite word got me that time. This isn't the eraser! This is the pencil. Eraser has a lot of parts, but it still gets one tap. Ready to power back up? Let's try it again."

Eraser. Book. Pencil. Glue.



FIG. 3–1 Choose a variety of objects to place in a line for children to point at and "read."

Exaggerate your movements, demonstrating crisp pointing with just one finger. You will no doubt have some sloppy pointers in your class, who slide their fingers from word to word, cover a word as they point, or use a few fingers at a time. Demonstration is a powerful form of instruction, and you'll want to take every opportunity to model this work clearly for students.



FIG. 3-2 A reader points to color dots as he reads from left to right.

Grade K: Super Powers

"Now let's read the words the same way we pointed to read each object." I stuck four Post-its on the easel. On each I had written the word for one object. "Pointer power activated?" The kids held their pointers up. "Pointer power ready, set, read."

Eraser. Book. Pencil. Glue.

"Phew! That was an extra challenge. There were some sneaky, longer words that had more parts, like pen/cil." I clapped once for each beat. "And e/ras/er." I clapped again, signifying the parts. "But no matter what, each word gets . . ."

"One tap!" the class filled in.

ACTIVE ENGAGEMENT

Liken the work the class just did with pictures and objects to the work readers do with words. Give each partnership a copy of a familiar song to practice pointing to each word as they sing.

"I'm going to give each of you a copy of a song everyone in this class knows really well, because we sing it together all the time—'The Clean Up Song!'" I quickly passed around a copy to each pair.

Immediately, voices formed a chorus as the class sang the lyrics in unison.

"You know the words of this song very well, so right now I want you to power up your pointer fingers and make your singing match the words you see—giving each word one tap." I signaled partners to get started before moving around the rug to assess and coach.

LINK

Compliment children's pointer power and remind them of the work they've done today.

"Wow, Super Readers, your pointer power is pretty powerful! Even those longer kryptonite words don't stop you! You power up your pointers and remember to give every word just one tap, holding your finger or your pointer down when words have more parts like eve/ry/bod/y and eve/ry/where. But remember, whenever you are reading and your words don't match, power back up and try again!"

Be sure to choose objects that include both short and long names. Notice that we began this "sentence" with the word eraser to add the extra challenge of starting with a multisyllabic word. You will want to see if students give this word one tap, multiple taps, or if they tap three words while saying this one. This type of activity reinforces the concept of one-to one matching.

I chose a text that I knew children would have no difficulty reciting, giving readers more time to focus on the work of matching spoken word to written word. I also chose a song that featured a few multisyllabic words and a melody that coached readers to hold their finger under longer words as they sang.



CONFERRING AND SMALL-GROUP WORK

Supporting Students Who Are Below Benchmark

A LWAYS, ONCE A UNIT IS UP AND GOING, you'll want to think about the kids who are below benchmark and could use some extra support to be able to participate in the unit or to be able to continue their trajectory of growth. In this unit, many kids are not yet reading conventionally, so "below benchmark" refers to the fact that you may still have some children whose concepts of print knowledge are not firmly in place. You will almost certainly have many kids who are unsteady in their knowledge of one-to-one matching (which is the main work of this unit).

You'll want to plan small-group work targeted exactly to these readers. You may decide to help some of your kids develop their phonological awareness so they are able to segment sentences into words and to segment words into syllables. You could, for example, generate a few simple sentences that are meaningful to a small group of children: *Michael is wearing green and blue. Jennifer sits near me.* For each sentence, you could ask the children to make a tower (or train) of blocks showing how many words are in that sentence. The children could continue doing that without you—one could say something and the others could make a tower to match.

You might lead a small group targeted to the work of segmenting individual words so that children isolate and hear the component sounds. You could start with helping children hear syllables in the names on the class name chart. You and children can read

MID-WORKSHOP TEACHING Matching Our Taps to the Number of Words

"Readers, here's a tip to help you make your pointing match the number of words on the page. You can count up the words before you start to read. That way you can plan how many taps you'll need on that page or on that line. Then, you can read to make it match." out names and clap the parts of those names. You might say, "Super Readers, do you remember clapping out words to see how many parts they have? Each clap equals one part. You noticed that some words are short and have only one part (Sam) and some are long and have two or three or even four parts or more (Alexandra). Let's clap out some of our names to see how many parts they have. Let's read this name together: Charlotte. Let's clap that out. Charlotte. How many parts does Charlotte's name have? That's right, two! *Charlotte* is *one* word, but it has *two* parts. Let's try another."

At this point in the year, it is important to identify and confer with students who are having trouble identifying the difference between a letter and a word. In a small group, build a known word such as a child's name or a known high-frequency word,

TRANSITION TO PARTNER TIME Partners Are Like Reading Teachers

I turned the sign from Private Reading to Partner Reading and said, "Super Readers, get your reading pointers and huddle up with your partner." I gave the children a moment to settle.

"You know how during choice time, some of you play teacher? You set up the stuffed animals and you take out a Big Book and actually *teach* them how to read! Well, I thought you could take turns today, during partner time, being teachers. You can do this by using your pointer while your partner reads like I do in shared reading!

"Will one partner go first, and teach your partner how to read? Remember, have your partner read aloud with you as you move your pointer to point, just like we did when we read *Brown Bear, Brown Bear*. Then, you can switch! Go ahead, super teachers, read and teach!"

constructing it from left to right with magnetic letters. Slide the letters dramatically to the left and say, "When I make your name, James, I build it letter by letter." Make sure to slide a letter when you say, "letter by letter." This language should also be used when writing. "When I write the word *the*, I write it letter by letter."

You may, instead, rewrite a few sentences from a familiar shared reading, using large print with exaggerated spaces. Explicitly point from word to word and ask the child to find a known word within the text. Use words with more than one letter (*like*, and, go, *the*, and so on) rather than words like *l* and *a* to make the concept more concrete. You

might cut up the sentence into separate words, as well as cut up a known word into letters and have the child put the sentence and the word back together. Be very clear and consistent with your language during these activities to support explicit understanding. Use brief prompts like "Show me one letter. Show me one word." to check on a child's understanding of this concept. Long explanations can inadvertently cause confusion.

Be sure to keep these groups fast and focused, linking this work back to the job they have when they point and read words.





SHARE

Developing the Concept of Words

Invite children to help you point to the words of a familiar song, "capturing" its precut words in a pocket chart. Prompt them to tap just once for each word.

I asked the children to bring their pointers and to gather in the meeting area where I'd displayed an empty pocket chart. I held the precut words to "Rain, Rain, Go Away" in my hand.

"Super Readers, I am worried that it is going to rain tomorrow, and I definitely want outdoor recess. So I was thinking that maybe you could help with a special mission. If we could all sing 'Rain Rain, Go Away,' maybe it would actually go away, and we could have outdoor playtime. You game to try?"

The children were pleased as punch. "I have all of the words to 'Rain, Rain, Go Away' right here." I fanned out the words so the class could see them. "You think that if we put these words up on our chart, you could sing and point to each word? *And* do you think you can point just one time for each word, even when the word is long? Do you, Super Readers of K-103, accept this mission?"

"Yes!" all of the children yelled enthusiastically.

"Let's start singing and capturing some words!" As the children pointed their pointers in the air and sang word by word, I placed each card in the pocket chart, leaving clear spaces between each word.

When we had reached the end of the first line, I paused. "'Rain, rain, go away.' Wow, look at all the words you've captured so far. Even this last word, *away*, gets one tap. Let's reread and point again—one time for each word." I pointed under the words as the class sang along. "Okay, let's keep going. How does the next part go?"

"Come again another day!" several children sang back.

I added *come* to the pocket chart. Then, I paused as I held up the card, reading, "Again. Again." I clapped twice to indicate two beats. "Do we point two times? I hear two parts in the word *again*."

"No!" the class called back.

| Rain | rain | go | away | ł |
|------|-------|-----|-------|-----|
| Come | again | qna | other | day |

FIG. 3–3 As children recite the words of a familiar song or nursery rhyme, add the corresponding word card to a pocket chart or tape it to a piece of chart paper.

Grade K: Super Powers

"You're right. One tap for one word, no matter what!"

I made sure to linger once again when we got to *another*. "Another. Let's all say that one together. 'A/noth/er.' Wowzer! That is one long word! Even though it has more parts, how many times do we tap?" All of the kids chimed back, "One!"

Reread the whole song as one child points to the words.

After all of the words were captured, we reread the song from the start, as one student used the class pointer to point under each word. "Super Readers, mission accomplished! You didn't let any of the long words trick you. Not even once! Your pointer power is *so* strong that when you read your own books, I know you'll remember to give every word one tap, even the long words!



Session 3: Readers Don't Let Longer Words Slow Them Down



Session 15

Readers Can Read Snap Words with Inflected Endings

IN THIS SESSION, you'll teach children that they can read familiar high-frequency words no matter what—even when they have inflected endings.

GETTING READY

- Select a leveled book that contains high-frequency words with common inflected endings, such as -s, -ing, and -ed, and contractions, or use the story Hide and Seek, by Lila. Another text we recommend is Kitty Cat and Fat Cat (Rigby) (see Teaching).
- Prepare an extra-strength icon to add to your "We Are Super Readers!" chart. The extra-strength icon is available on the online resources (see Link).
- Refer to your "Readers Read with a Partner" chart (see Transition to Partner Time).
- Prepare a set of magnetic letters to make the words *looked*, *going*, and *plays* (see Share).

MINILESSON

CONNECTION

Tell a story about not recognizing someone very familiar to you because the person wore something new. This will be a metaphor for ways that word endings can disguise familiar words.

"Readers, let me tell you a story." With wide eyes, and in my best storyteller's voice, I began my tale. "Yesterday, I walked up to my apartment, and there, standing outside my door, was a stranger! I didn't know who she was or what she was doing there. She had on a dark coat and a hat. I was nervous. What did this stranger want at my house?

"At first I didn't want to go near her, but then I thought, 'Hey, this is *my* house!' So I walked a little closer, and guess what?" I paused briefly to let the children's thoughts about the story run wild.

"It was my *mom*, in a *hat*. I clutched my forehead and shook my head to show just how silly I'd been, and the children laughed. "I didn't recognize *my mom*, a person I know *by heart*!

"I realized that the reason I didn't recognize this person who I know so well is that she'd put on a hat. She looked at little different. I'm not used to seeing her in a hat, so I didn't recognize her."

Name the teaching point.

"And *this* is what I want to teach you, readers. There are words that you know by heart—your snap words. But you don't always recognize them because authors sometimes change them around a bit. When a word looks like a stranger to you—look again. You can ask yourself, does this look like another word that I know? It might be a familiar snap word wearing not a new hat, but a new ending."

GRADE K: BIGGER BOOKS, BIGGER READING MUSCLES

TEACHING

Demonstrate recognizing a known word with an inflected ending and then reading the new word.

"I'll show you what I mean. But first, turn on your snap word machine." I flicked an imaginary switch, "and give it *extra strength.*" I twisted the dial, and I watched as the children did the same.

"Okay, ready? If I get to a word that seems like a stranger has come into the story, watch as I ask myself, 'Does this look like a word that I *do* know?'"

I revealed the first page of the book under the document camera. "This is a true story called 'Hide and Seek,' by Lila, a first-grade writer across the hall. Let me read the first page on my own, okay? I'm going to pretend to be a kindergarten reader and use my extra-strength snap word power." I pointed under the words as I read the title and the first two words. I stopped at *playing*.

l was playing hide and seek with Dad.

"Oh, hmm, ... Gosh, this is a long word. Wait! Does this look like a word that I know? Don't tell me, I want to strengthen my own snap word power. It does! I see the word *play* at the beginning, and I know just *play* wouldn't sound right there. We are play—no. What would sound right? *Play-ing*! I slid my finger across the word to the end. Thumbs up if you thought *playing* too!" Thumbs and smiles popped up all around.

Name the strategy and demonstrate once again.

"Graduates, did you see how, when I got to a challenging word, I used my extrastrength snap word power to read a snap word with its ending? You did? Okay, keep watching, because I'll practice that work again."

"Here he comes!"

l said.

I kept reading and stopped again at *comes*. "Hmm, . . . does this look like a word I know? I waited a moment for children to think just to themselves, then answered my own question. "Yes, I recognize *come* at the beginning, and I can move my

Session 15: Readers Can Read Snap Words with Inflected Endings

Inflected endings can pose difficulty for readers, both visually and syntactically. It can be helpful to begin your focus using known words with inflected endings, because readers won't have to problem-solve the base word.







FIG. 15–1 Hide and Seek by Lila

eyes to the end—*comes*. Yes! 'Here he comes!' That makes sense in this story! And it sounds right too." I continued reading to the end of the page.

ACTIVE ENGAGEMENT

Give children the opportunity to read high-frequency words with inflected endings.

"You look ready to try this out, graduates! All right, here is the last page of the story. Read it with your partner and find out what happens to the girl in the game! And remember, if you get to a word that you don't know, use your extra-strength snap word power! Ask yourself, "Does it look like a word that I *do* know? Is it just a snap word with an ending on it?"

Dad looked and looked.

"I got you!" Dad said.

I listened in as partners read, and coached them to recognize the high-frequency words in continuous text benef and to make meaning of the story. "Eyes on me, graduates!" I called them back. "Well, your snap word power certainly did gain extra strength! I heard some of you say that *looked* was tough, but when you recognized *look*, you read the word to the end in a snap!"

LINK

Remind readers that they can always be on the lookout for familiar words when they face a reading challenge.

"Show me your extra-strength snap word power again, graduates." The children obliged, turning their imaginary dials. As they did this, I added an extra-strength icon next to snap word power on our chart.

"You are going to need that extra strength because your regular snap word power may not be enough to meet the challenges in your books. Remember, if you get to a word you do not know, you can always ask yourself, 'Do I know a word that looks like this word?' You might recognize a snap word there with an ending. "Off you go, graduates!" And they moved to their reading spots, twisting the dials on their snap word machines.



FIG. 15–2 This teacher took a quick running record as he listened to a child read her independent book. After doing a miscue analysis, the teacher realized that this reader would benefit from the work of this lesson.

To know words, readers need instruction on those words both in isolation (words only) and in context (in a book). In an earlier share, you worked on word endings in isolation, as you worked to break the base word from the -s ending. Often a reader can do this work in isolation but can still find it difficult to read the same word in continuous text, or vice versa. For this reason, you'll want to ensure that you work on words in both spheres. Today's share will once again allow for more practice in isolation.

GRADE K: BIGGER BOOKS, BIGGER READING MUSCLES



CONFERRING AND SMALL-GROUP WORK

Follow-Up Small Group on Hearing Sounds in Words

I N BEND II you probably worked with children who needed additional support with phonemic awareness. Be sure to check in with these readers and plan for follow-up sessions in which you add letter work. As you noticed, this work focused on hearing the sounds in words. According to research, effective phonemic awareness instruction happens when it is coupled with letter work (*Literacy Lessons Designed for Individu-als*, Marie Clay, 2005). This helps children to use what their eyes can see to help make letter-sound connections, a fundamental step in learning to read. You will want to use the same Elkonin boxes and model how you place a letter(s) in each box for each sound you say and hear. So as you say cccccaaaaattttt, write the letter *c* as you are saying /c/, the letter *a* when you get to /a/, and lastly, the letter *t* as you are saying /t/.

MID-WORKSHOP TEACHING Recognizing Familiar Words and Familiar Endings

"Readers, I am going to pause your reading for just a moment. Thumbs up if you've been finding your snap words wearing a hat, er, I mean snap words with a new ending." Thumbs went up around the classroom. "Let's name some! Turn to a page where you recognized a snap word with an ending, and put a thumb up again when you are ready to share."

The children named liked, running, and played.

"Now, has anyone found these same endings on *other* words in your books? Oh! A few of you were rereading *My Bug Box*, one of our shared reading books, and found the word *stayed*. And some of you noticed *washed* when you were rereading *Itsy Bitsy Spider*!

"Not only can we get to know snap words by heart, but we can start to know some of these endings by heart too. That will help us when they are in other new words. Okay, graduates, dive back into your reading!"

| c a t |
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|-------|

| t | оу |
|---|----|
| | |

Let the student take over writing the letter that goes with the sound, and be ready to step in and write in the letter if the child does not know the visual representation. They are building their letter identification skills and knowledge of how they are connected to sounds from reading text and writing messages.

You will then want to transfer this work to the texts that students are reading. As you read with the child, you can look for objects to name in the pictures. Have the child say the word slowly, and record the letters that make the sounds. You will want to be careful not to interrupt too much of the reading, selecting only a couple words to work on, or choosing to do this activity after reading the text.

TRANSITION TO PARTNER TIME Extra-Strength Snap Word Hunt

"It's partner time!" I walked to the "Readers Read with a Partner" chart and touched "Hunt for snap words." "If you choose to do a snap word hunt with your partner today, you might not be hunting for snap words on their own. You might also be on the hunt for snap words with endings. We can call it an extra-strength snap word hunt! Go ahead, partners!"



SHARE

Taking Words Apart with Common Endings

Work with known words to help children manipulate common word endings.

Once we were gathered back in the meeting area, I began, "Readers, to keep growing our snap word strength, we are going to practice taking apart some snap words with the endings you know."

Sitting next to the easel, I said, "Call out the letters as you see them go up on the easel. Then read the word when I slide my finger under it." One by one, I put up the letters in *look* on the magnetic board.

"L! O! O! K!" the children called out. "Now read the word," I said, as I ran my finger under the word. The children called out, "Look!" and I nodded.

"You know that sometimes snap words look diferent. Some of you found this ending in your books earlier today. What is this ending? Say the letters." I put up an *e* and a *d* at the end of *look* and the children named the two letters.

"Sometimes the *ed* ending can sound like /t/, and the word sounds like this: *look*," and I slid the word to the left, "/t/." I slid the *ed* together over to the end of *look*. Running my finger under the word, I read *looked* out loud and then asked the children to read it.

We followed these same steps to make *going* (first making *go* and then adding *-ing*) and *plays* (first putting up *play* and then adding *-s*), before I reminded the children, "Remember, readers, be sure to read your snap words all the way to the end. They may have endings hiding there!"



FIG. 15–3 A collection of snap words with endings found by readers

GRADE K: BIGGER BOOKS, BIGGER READING MUSCLES

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Session 7

Playing Pretend

IN THIS SESSION, you'll teach children that reading is a lot like pretending; avid readers act out a story in their minds each time they read.

GETTING READY

- Create a make-believe scenario for students to enact. We chose a wiggly tooth coming out (see Teaching and Active Engagement).
- Choose a familiar text and plan for places kids can role play. We use Not Norman: A Goldfish Story by Kelly Bennett (see Teaching and Active Engagement).
- Add a third column called "Play Pretend" to the "Reading Playdates" chart. A template for this label is available in the online resources (see Teaching and Active Engagement).
- Hang the "Reading Playdates" chart close by and have the strategy Post-it—"Play 'Pretend."—ready to add (see Teaching and Active Engagement).

MINILESSON

CONNECTION

Point out that most movies start out as books that people read and reread, learn by heart, and then act out.

"Readers, I have a big question for you. You may think it has nothing to do with reading workshop, but it does. Here is the question: What is your most favorite movie *ever*? Tell your partner!"

I let them talk for thirty seconds, then pressed on. "Now readers, I have another question: How do you think that movie was made? What was the first thing they had to do to make that movie? Turn and talk."

The room filled with talk. I listened to a few children, and then said to the class, "Some of you are saying that first, they got a video camera. But actually, the *very* first thing that's needed to make a movie is that an author has to write a book. Then, you get actors to read the book over and over, lots of times, so they know the story by heart, and then each actor pretends to be a character in the story."

Suggest that the reason movies relate to reading workshop is that you wondered if they might want to use reading playdates to act out favorite stories.

"So you came to the rug, expecting a reading minilesson, and here I am talking to you about *movies*! Huh? Why might I be doing that?" I gave children a few seconds to think about that, and then answered my own question. "Here's why. I've been thinking that kids in this class might want to turn favorite stories into movies or plays. That would mean that during your reading playdates, you'd become an *actor*, pretending to be Biscuit or Mrs. Wishy Washy or whoever is in *your* book. If you do that, it will make you into a *much* better reader. Here's why..."

Name the teaching point.

"Today I want to teach you that really good readers act out the story in their minds every time they read. If the page says, 'The Biggest Billy Goat trip-trapped across the bridge,' then avid readers trip-trap themselves, in their minds. Reading is a lot like pretending. It's a lot like going to the movies."

TEACHING AND ACTIVE ENGAGEMENT

Point out that during reading time, kids practice important skills, and suggest that learning to pretend is just as important to reading as learning to word solve.

"Readers, over this whole year, there have been lots of days when you practiced reading skills. Do you remember when you practiced spelling words? You wrote *at*, then put a *c* in front of it and got . . . "

"Cat!" Sophie called out. "Yes, and then you took away the *c* so you had *at* again, and put a big fat *r* in front of it to get a very scary $\ldots /r/$ /at/! In that minilesson, you practiced putting letters together to make words.

"But here's the thing. There are other reading skills that you haven't practiced all that much during reading workshop, and one of them is the skill of *pretending* you are characters in a story."

Suggest that the class should work hard to get better at pretending. To start them off, create a make-believe scenario for them to enact.

"Before you know it, our year will be over. So you'd better start working really hard on pretending. Are you willing to start right now?"

The kids were game. "Okay, right now, pretend . . . Are you ready? Pretend that your wiggly tooth finally, just now, came out! Go! Start pretending!"

Some kids immediately put their hands to their mouths, some shook their heads back and forth, and others held out the palms of their hands, as if holding a tooth.

"Okay, you've got the actions. Now think, 'What are you saying? Who are you talking to? Start over, and this time, do the actions *and* the words. Start with the tooth still in your mouth, but pretend it's just hanging there by a thread. Get started!"

The room was filled with kids tugging and twisting their teeth, hollering for help, calling, "Ouch!" and "Mommy!" and reaching for tissues to sop up the blood, or putting the tooth under a pillow. "Holy Moly! You have definitely got the pretending skills you need to be super-duper readers," I said.



FIG. 7–1 Children in the class personalize their reading playdate maps.

The dramatization is important in displaying children's understanding of a text. A few moments of exuberance goes a long way in creating avid readers and can also add energy to the workshop.

Session 7: Playing Pretend

Help kids apply their pretending skills to the whole-class read-aloud. Read a section aloud, asking students to role play the main character.

Then I asked, "Are you ready to try using those skills with a book? Let's do some pretending with a story you know well." I pulled out *Not Norman: A Goldfish Story*. I'll read this, and will you all pretend to be the boy?" I opened to the start of the story and began to read:

When I got Norman, I didn't want to keep him. I wanted a different kind of pet. Not Norman.

I looked around at the kids. "Why aren't you holding a goldfish bowl?" I asked. "If he's not in a bowl, you're going to have water and fish all over you." I turned back to the start of the book and said, "I'll reread it again. What will you need to do to pretend you're the boy in this story?"

The children pointed out that they had to hold a fish bowl and look discouraged.

I reread, and this time, most of the class slumped, depressed, over a fish bowl. "Much better," I said and added the strategy Post-it to the "Readers Read with a Partner" chart and the "Reading Playdates" chart.



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I also added a third column to the "Reading Playdates" chart with the heading "Play Pretend," along with a menu of two activities to choose from.

| Reading Playdates | | |
|---|---|---|
| Play School | Play Games | Play Pretend |
| Read AloudShared Reading | Snap word hunt. Guess What's Next! Alphabet Pop-it! Guess the Feeling! | Act it out!Use gestures! |

"This is something you can also do on your reading playdates. So I've also added 'Play Pretend' to your playdate mats."

LINK

Remind children that avid readers act out stories in their minds. Set children up to do this as you reread the beginning of the demonstration text. Then invite them to do this with their own books.

"Readers, the important thing for you to know is that avid readers act out stories in their minds, even when they aren't getting up and walking around, or holding their arms out to carry imaginary fish bowls. I'm going to reread the start of *Not Norman*, and this time, don't actually act anything out, but try pretending *in your mind*. In your mind, be the boy, looking at your pathetic pet and wishing, wishing, wishing you had a better one."

I read a few pages of the book, leaving lots of space for kids to imagine as I read.

"Right now, while you are still used to pretending, will you get one of your books out of your baggie and start reading it? This will be harder, because you are going to be reading the words *and* pretending at the same time, but that's what readers do. Get started."

The children began reading, and as they did, I moved among them, signaling to one student and then another that they could take their book baggies and move to their reading spots.









CONFERRING AND SMALL-GROUP WORK

Supporting Readers through Guided Reading Groups and Strategy Lessons

While YOUR CHILDREN ARE READING AVIDLY, you'll want to lead strategy lessons or guided reading groups. Either way, remember that it is usually far better to lead several ten-minute-long small groups than one giant twenty-minute-long group. Think about a guided reading group or a strategy lesson that starts with you talking for a minute or two, no more, and then kids get to work reading, working simultaneously alongside each other to read quietly, each on his or her own, as you rotate among them.

When you come to a child in the small group, intending to be helpful, you will probably first listen, trying to see the way the child reads and problem solves. Don't jump in to correct for the child or you will not be able to see if the youngster self corrects. When you do decide to coach the reader, chances are good you'll want to do so by saying some lean prompts. Be careful to not stop the reader to give a little lecture.

MID-WORKSHOP TEACHING Making Plans for Reading Playdates

"Readers, you'll be reading with partners soon. I'm going to give you and your partner your playdate reading mat right now. Will you simply decide what you will do during your reading playdate? Move that label to the right side of your mat. And will you each decide also on one book you will bring to your reading playdate?"

I gave children time to do this deciding. "Go back to reading. Now you know which book you'll be sharing with your partner today, and you know what you will do with that book. So read in the best way you can to get ready for your playdate."

You'll be more helpful if you offer a few lean prompts: "Go back and reread." "Check the picture." "Try something." "Does that look right?"

Note what your readers do when they encounter tricky words. The child will probably have a repertoire of strategies that he or she can draw upon—but as a result, the child may linger with a tricky word for more than five seconds. What you will notice is that at that point, the child will begin to lose track of meaning and the language structure in which that tricky word is set. Therefore, make sure that as they draw on strategies for solving tricky words, you encourage children to reread often. This means that, as

TRANSITION TO PARTNER TIME Rereading Books and Listening to How They Sound

"Partners, before you can have a deep conversation about the characters in your stories, and about the just-right words for the characters' feelings, and about how those feelings change across the story, it is really important that you read the book *well* to each other. So first, will you reread the book you are bringing to your reading playdate, and make sure you've figured out all the words. Get partner help if you need it." I gave children a minute to do that.

After many children had read their books once, I said, "Make sure that you're able to read your book with *feelings*, and smoothly, too. To practice that, read the book you're bringing to your reading playdate, trying to read it so the character's feelings show. You might even pretend you're holding up a microphone to perform the book!

"I know, I know, you're itching to do the fun activity you've planned for your reading playdate! Get going."

you're coaching a child to use particular strategies, after giving one or two prompts, then prompt the child to reread the sentence and think about what's happening.

Remember that when your children are working in clubs, this provides you with instant small groups. You can think about your work with one club, then another, as giving you opportunities to lead strategy groups. For example, you might lead one such group to help kids dramatize as they read.

You might say, "I know you are excited do some pretending during your playdate. I want to offer you some help. Remember how you have been thinking about characters' feelings? You can use those feelings to help you pretend! You can make your body and

face look like the character having those feelings. Let's try it. What if you are reading a story about a character who is really worried he won't be chosen to be on the team? He is so so worried. Make your body look like you are that character.

"What if your character was just given an Olympic medal? Sit like you are the proud owner of that medal.

"Now, look at what is happening in your book and try to sit like the character in your book. Remember to make your face and body match how the character feels and what the character is doing. Your partner might be another character in the same book, and then you can act out a scene."



Session 7: Playing Pretend



SHARE

Complimenting Each Other

In place of a formal share session, give students more time to continue working with partners around the room. Suggest that readers give each other compliments about their reading work.

"Readers, don't come to the meeting area today. Instead, I'm going to give you a few extra minutes to keep working. But before you do that, will you think about this? In five minutes, reading time will be over and I'm going to want you to give each other a compliment about your work today. A compliment is a comment about what someone is doing well. For example, you might say, 'You did a good job using reread power to figure out that tricky word.' So as you work for these next five minutes, be watching each other and thinking about what compliment you can give your fellow readers. You can use our reading charts to give you ideas for what to say. Okay, get back to work!"

After several additional minutes of partner time, I voiced over to the group to pay one another a compliment about their reading work today. "Wow, look at you. Your partner is doing a lot of rereading. That's a compliment. And over here I see a lot of people looking closely at the pictures. That's another compliment." I then reminded them, "Don't forget you can use your super power chart for other things to compliment." I continued to move around the classroom, listening in and admiring children's exchanges.



PROFESSIONAL Development

Implementation and Professional Development Options

The Units of Study books are a curriculum—and more. Lucy Calkins has embedded professional development into the curriculum, teaching teachers the "why" and "how" of effective reading instruction. Through regular coaching tips and detailed descriptions of teaching moves, essential aspects of reading instruction are underscored and explained at every turn. The professional development embedded in this series can be further enhanced through the following opportunities.

IN YOUR SCHOOL OR DISTRICT

Units of Study Days

Through a one-day intensive session, teachers can get started unpacking the series' components, grasping the big picture of effective workshop teaching, and gaining an understanding of how to integrate assessment into the curriculum.

Contact Judith Chin, Coordinator of Strategic Development judith.chin@readingandwritingproject.org Phone: 212-678-3104

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Invite a Reading and Writing Project Staff Developer to work in your school or district, helping a cohort of educators to teach reading and/ or writing well. Host a "Homegrown Institute" for writing instruction, reading instruction, or content literacy. Tailored to your district's needs, the instruction and materials are specialized for K–2, 3–5 or 6–8 sections.

Contact Kathy Neville, Executive Administrator kathy@readingandwritingproject.org Phone: 917-484-1482

Leadership Support

Topics include planning for large-scale implementation, establishing assessments across the school or district, learning from walk-throughs, designing in-house staff development, and instituting cross-grade alignment.

ONLINE FROM TCRWP

Classroom Videos

Dozens of live-from-the classroom videos let you eavesdrop on Lucy and her colleagues' instruction in literacy workshop classrooms. These clips model the minilessons, conferences, and shares you will engage in as you teach the units of study.

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View these videos at:

readingandwritingproject.org/resources/units-of-study

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TCRWP's online Teacher-Leader Groups bring together potential teacherleaders from schools across the nation. Led by Senior Staff Developers, each grade-specific group convenes for five two-hour sessions at crucial times throughout the year. These sessions enable teacher-leaders to think across the units of study and to explore methods of facilitating student transfer of skills from one unit to the next.

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AT TEACHERS COLLEGE

Multi-Day Institutes at Teachers College

Teachers College offers eight institutes each year. Each of these is led by teacher-educators from the project, with other world-renowned experts joining as well. Institutes include keynotes, small- and large-group sections, and sometimes work in exemplar schools.

- Summer Institutes on the Teaching of Reading and Writing
- Literacy Coaching Institutes on the Teaching of Reading and Writing
- Content Area Institute
- Argumentation Institute

For registration and application information go to: readingandwritingproject.org/services/institutes

ACROSS THE COUNTRY

Each year, the Reading and Writing Project and Heinemann offer several one-day workshops for teachers and administrators. These off-site seminars are held in selected locations across the country and focus on units of study for teaching reading and writing. The workshops are delivered by TCRWP leaders and are open enrollment events.

For dates, locations, and registration information go to: readingandwritingproject.org/services/one-day-events/conferences and heinemann.com/PD/workshops

Teachers College Reading and Writing Project

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NEW from Lucy Calkins

UNITS OF STUDY for Teaching Reading A WORKSHOP CURRICULUM Grade-by-Grade, K-5

Lucy Calkins with Colleagues from the Teachers College Reading and Writing Project

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ABOUT THE AUTHORS



Lucy Calkins is the Founding Director of the Teachers College Reading and Writing Project, where she has developed a learning community of teacher educators whose brilliance and dedication shine through in the Units of Study books, which are quickly becoming an essential part of classroom life in tens of thousands of schools around the world. Lucy is the

Robinson Professor of Children's Literature at Teachers College, Columbia University where she co-directs the Literacy Specialist Program. She is the author or coauthor of several score of books, including *Pathways to the Common Core: Accelerating Achievement* (Heinemann 2012), which was on the New York Times education bestseller list, and a sister series, *Units of Study in Opinion/Argument, Information, and Narrative Writing, Grades K–8* (Heinemann 2013–14).



Angela Báez is a staff developer at TCRWP. A primary classroom teacher for more than a decade, she now works alongside teachers and administrations in classrooms across the nation. She leads workshops and summer institutes at Teachers College on early literacy instruction. Angela is passionate about mindful ways to talk with children

and about ways in which the subtleties of our language can grow agentive, independent, and self-motivated learners.



Rebecca Cronin began her career in education as an early childhood specialist and then co-director of Pastures Child Center in Bodega, California. Her passion in early childhood education brought her to the kindergarten and firstgrade classrooms of PS 28 in Manhattan. She has been a staff developer at TCRWP for the past decade, serving now as a Lead

Staff Developer, teaching specialty courses, leading full-day conferences, teaching at the Content Area Institute, and joining with her colleagues to staff both the reading and the writing summer institutes.



Elizabeth Dunford Franco is a staff developer, researcher, and writer-in-residence at TCRWP. Her passion is for finding ways to make reading and writing both playful and rigorous. Liz is an author or coauthor, as well as illustrator, of four books in this series; and a coauthor of three books in the Writing Units of Study series. Liz is known especially

for her state-of-the-art work making tools that help youngsters work with more independence. She supports lead teachers in their own professional development work and teaches advanced sections at the TCRWP summer institutes.



Amanda Hartman, Deputy Director for Primary Literacy at TCRWP, heads up the Project's K–2 reading, writing, and coaching institutes, and presents at conferences around the world. Amanda is the author or coauthor of four books in this series; as well as two books in the Writing Units of Study series. She has also authored the video, *Up Close*:

Teaching English Language Learners in Writing Workshops, and is the coauthor of One-to-One: The Art of Conferring with Young Writers.



Christine Holley, a Senior Lead Staff Developer at TCRWP, is especially known for helping teachers lead assessment-based instruction, including small-group work, and for using drama, storytelling, and the arts to bring literature to life. She leads advanced sections at the TCRWP's summer institutes and courses for literacy coaches, and is the coauthor of a unit in the

Writing Units of Study series. Before joining the Project, Christine taught PreK and Grade 1 at PS 126 in New York City and in Santa Monica, CA.



Natalie Louis is a Senior Lead Staff Developer at TCRWP. She leads advanced sections at the Project's summer institutes and does data-focused staff development locally, nationally, and internationally. She joined Lucy Calkins and other classroom teachers to create and pilot the first Units of Study for Primary Writing, coauthoring its Writing for

Readers; and she coauthored the updated version of that book for Kindergarten in the Writing Units of Study series. Before joining the Project, Natalie taught grades 1–3 in the New York City public schools.



Marjorie Martinelli is a Senior Research Associate, writer, and staff developer at TCRWP. She is the coauthor of *Smarter Charts* and *Smarter Charts for Math, Science, and Social Studies* (Heinemann 2013–14) and co-founder of the blog *Chartchums.* Marjorie has illustrated charts in many books in this series and is the coauthor of a unit in the Writing Units

of Study series, as well as a unit in the first Units of Study for Writing, Grades 3–5 series. Her other publications include the *BrainQuest Math* series for Grades 1 and 2. Before working at the Project, Marjorie taught at PS 77 and The Laboratory School for Gifted Education in New York City, and was an instructor at the Bank Street College of Education.



Elizabeth Moore has worked for more than a decade as a staff developer at TCRWP, drawing on her experience teaching first and fifth grades. She has played a leadership role in developing the TCRWP's assessments for reading, as well as leading literacy-coach groups, specialty courses, leadership groups, conference days, and advanced institute sections. Beth

has traveled the country, supporting students, teachers, coaches, and administrators in all aspects of literacy instruction. She is the coauthor of a unit in the Writing Units of Study series, and also coauthors the blog *Two Writing Teachers*.



Katie Wears brings years teaching in primary classrooms and working as a literacy coach to her current role as a staff developer at TCRWP, where she helps schools throughout the country develop coherent, joyful approaches to teaching reading and writing, and become centers for professional inquiry. At Teachers College, Katie teaches advanced

sections at summer institutes, leads study groups for literacy coaches as well as for teachers, and works closely with students from Teachers College's Literacy Specialist Program who apprentice with her.

For more than thirty years the **Teachers College Reading and Writing Project** (readingandwritingproject.org) has been both a provider of professional development to hundreds of thousands of educators and a think tank, developing state-of-the-art

teaching methods and working closely with policy makers, school principals, and teachers to initiate and support schoolwide and system-wide reform in the teaching of reading and writing.





