|  |
| --- |
| **STANDARD(S)**  CC.2.R.F.4.b Read grade-level text orally with accuracy, appropriate rate, and expression.  CC.2.R.F.4.a Read grade-level text with purpose and understanding. |
| **TARGET(S)**  “I can” Explain that we are all readers, “I can” explain what kind of books I like to read, “I can” think while I read, “I can” think about my thinking, “I can” respond to the text, “I can” have a conversation about a book, “I can” stay on topic when I talk about books, “I can” talk to a partner about a favorite book while staying on topic, “I can” understand my classroom library, “I can” show my level of understanding of a text, “I can” keep track of book I would like to read,” I can” maintain interest in a book, |
| **ASSESSMENTS** |
| **Formative**  Each day is a formative assessment during individual reading time and small groups. The teacher will observe the student’s understanding of the day’s lesson. The students will also be asked to write in a daily reader’s notebook (journal) that the teacher will “grade” for understanding. |
| **Summative**  The students will take a STAR assessment for a summative assessment in reading. |
| **ESSENTIAL VOCABULARY**  Anchor chart, metacognition |

**LESSON SEQUENCE Dates:** August 13-28\_

|  |  |  |
| --- | --- | --- |
| **DAY** | **LEARNING TARGET** | **ACTIVITIES** |
| **1** | “I can” Explain that we are all readers | We are all readers  Explain to students there are other ways to read a book other than just reading all the words and looking at all the pictures. We will make an anchor chart together explaining how we can read. (Materials: chart paper titled “I am a Reader” picture books from home (yearbook, cookbook, Cat In The Hat, etc.) |
| **2** | “I can” explain what kind of books I like to read | What Kind of Reader Are You?  Explain that good readers know what kind of books they like to read and why. Show students materials I am currently reading. Allow a minute to pick out a new book from basket if needed.  (Materials: Collection of materials I am currently reading, ( magazines, professional books, newspaper, children’s literature, fiction, non-fiction, etc.) |
| **3** | “I can” think while I read, | Thinking While We’re Reading  Explain to students how we think while we read using tactile lesson concrete experience: The Reading Salad. Students will learn “thinking takes up way more space than words on the page:  Materials: Don’t Laugh At Me by Steve Seskin and Allen Shamblin, large bowl, 2 small bowls, small red paper squares, small green paper squares, book currently both reading. |
| **4** | “I can” think about my thinking | When Books and Brains Collide  Together with the class we will complete Venn Diagram about text and thinking (visual learners)  Sing Metacognition song  Complete lesson: Comprehension Connection pg. 17-20  Materials: Venn Diagram with book and head, metacognition song, Comprehension Connection text |
| **5** | “I can” respond to the text | The Thought Bubble (AKA: How to Get Inside Your Teacher’s Head)  Have “Good Reader” or another teacher read a story while I wear the thought bubble and respond to text. (Let volunteers take turns at a center station)  Complete lesson: Comprehension Connection 20-22  Materials: Thought Bubble made out of poster board, Animals Asleep by Sneed B. Collard III |
| **6** | “I can” have a conversation about a book, | How do we Listen?  Role-play correct and incorrect way to listen. Make a list. Role-play correct and incorrect way to have a conversation about a book. Make a list.  Materials: book read by child, chart paper |
| **7** | “I can” stay on topic when I talk about books | Talking about books  Teacher models proper way to talk about books.  \*Have materials ready with important pages marked.  \*build on comments of others  \*staying on topic  \* Tell students to bring their favorite book from home to share tomorrow. |
| **8** | “I can” talk to a partner about a favorite book while staying on topic | How to Turn and Talk about a Favorite Book  Demonstrate appropriate way to talk to reading partner about favorite book. Allow students to share.  Materials: students favorite books from home to share with partner |
| **9** | “I can” understand my classroom library | Getting to know our classroom library  Demonstrate how to use classroom library.   * How books are organized   Materials: Classroom library  Students should figure out where their books belong in the classroom library. |
| **10** | “I can” show my level of understanding of a text | Color cards  Give students paint chips with 3 colors on them. Students will point to color to indicate their level of understanding of the text. Comprehension connection pg. 22-23  Students read individual books and apply color card understanding while teacher observes. Students write color in reader’s notebook and why their chose that color. Materials: paint chips, The Red Book by Barbara Tehman |
| **11** | “I can” keep track of book I would like to read | Keeping Track of Books to Read  Divide students into groups of 5 with 5 books. Allow them to preview the book for 2-3 minutes, then pass it on. Students will record books on books to read chart. The students may then read one of the books from the book pass or one from their smart stack.  Materials: Books to read chart |
| **12** | ” I can” maintain interest in a book, | Maintaining interest in a book  Explain how to maintain interest in a story. Make an anchor chart:  Know background, work at paying attention, reading words carefully, and precisely, make predictions, and ask I wonder questions, remind yourself the good parts are coming, encourage yourself. Materials: “Slow starting” books |