

Unit 1
Growing Our Super Powers: Using Decodables to Consolidate Foundational Skills
20 Sessions

The purpose of this unit is to review skills students learned in kindergarten. It will help students to consolidate foundational skills before moving to more complex phonics skills. The structure of this unit moves quickly to review consonants, short vowels, blends, digraphs in single and multi-part words using controlled texts.

The use of controlled texts allows students to repeatedly practice prior skills and will allow students to tighten up their word recognition skills using phonemic awareness, phonics skills, and sight word vocabulary. The structure of the mini-lesson is expanded with the technique of extended practice (rug time) reading decodable texts. The purpose is to give students more time to practice what they are learning. Most students need repeated practice before a skill becomes their own.

Getting Ready for the Unit

A way to set students up for independent practice is for students to have 5 minutes of *Read All The Words* (Decodable) Books each day. Then allow students to read teacher directed *choice* books that were selected from your library. The emphasis is ensuring all students have practice reading books that fit where students are in the scope and sequence of early first grade reading. Some students will be reading books that match the specific skill you are teaching while others might need books that review previous skills.

Bend 1: Super Powers Help Us Read: Using Decodables to Review Short Vowels and Compound Words

This bend connects the work students are doing in phonics to reading. It reminds students to use their reading super powers to read short vowels. Students start off using their pointer finger to slide across words to read words accurately. Then we remind students that some snap words learned in kindergarten can help them to read even more words. After that, we draw attention to word parts we already know to read more and more words and finally focus on vowel power to isolate and read short vowel sounds. Another important part to this bend is setting up routines for daily independent practice, there are three teaching shares that introduce the reading mat, using a reading mat to read more and more, and using a reading mat to set goals for growing reading super powers.

Recommended Text is Sunset Pond Emergent Reader Book 17.

Bend 2: Super Powers Help Us Read Longer Words: Using Decodables to Review Multisyllabic Words

This bend helps students read longer words with blends and digraphs. Students will review reading longer words using sound power, word part power, vowel power and reread power to become more accurate and fluent readers.

Recommended text for bend 2: Jen's Best Gift Ever from Emergent Series Book 18. The Gift from Phonics UOS.

Bend 3: Partners Help Each Other Pay Attention to Words: Using Decodables to Review More Complex Endings

The big shift with this bend is to remind students that partners help us to use our reading super powers to become more confident word readers. During this bend students will focus on the endings of words. Partners will help each other to slow down and pay attention to the sounds at the end of words by taking turns reading and rereading parts. Repeated reading helps partners grow. By this point you have assessed students and can match students with a long-term reading partner.

Recommended Text for this bend is *Meg and Jim's Sled Trip* book 28

Bend 4: Putting the Powers Together Before, During, and After Reading

To completely understand what we are reading we must activate reading super powers before reading by taking a sneak peek. During reading we need to remind students to activate sound power, word part power, vowel power and reread power. All of these specific powers help partners to read connected texts with more accuracy and automaticity.

Finally, to engage in overall comprehension we must remind students that after reading there is still a lot to do. Readers retell books, talk about books, and use persistence power when they are challenged. This final bend will help prepare students for the more complex reading first graders will do throughout the year. It will prepare them for the work of unit two: Word Detectives.

Recommended Text for this bend is Scamp Gets a Bath Book 21

Read Aloud

Read-aloud is where it all comes together. It allows young readers to see how language comprehension and decoding are infused. Read-alouds are planned prior to reading the book to help students build background knowledge, build vocabulary, and provide them with a purpose for why they are reading the text. Plan ways to interact with the text through think-aloud, turn and talk, stop and jots, completing sentence starters, gestures, and listen-fors. After reading, help students to summarize text and express their understanding of the text. Many of these texts are introduced in the mini-lesson; it is suggested to revisit these books as a special read aloud. Engaging them to be super listeners of rich books.

Recommended read aloud for this bend are:

Scamp Gets a Bath

Ish by Peter Reynolds

Ollie the Stomper

Shared Reading

Most of the books used in this unit are companion books except for *Scamp Gets a Bath*. We have chosen a few companion books from the consolidated reading series 1 to help students take the phonics skills they are learning and apply them to familiar stories. These series one books are more complex. They contain 2-3 sentences on a page. The sentence structure is more complex. The storylines are more elaborate.

Week One: Sunset Pond

Week Two: Jen's Best Gift Ever
Week Three: Meg and Jim's Sled Trip

Bend I: Super Powers Help Us Read: Using Decodables to Review Short Vowels and Compound Words

Session	Title	Lesson	Materials
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Session 1	Readers Use Pointer Power to Slide Across a Word	<p>Connection Sing the We are Gathering Song which is familiar to the students from kindergarten. Compare a special place to reading.</p> <p>Sing the “We Are Gathering” song to students.</p> <p>First graders, everyday this year we will meet at the carpet area. We will come together to share the gift of reading, just like close friends share a special place. Together we will gather as a class to grow our reading superpowers.</p> <p>“I will name some of the superpowers you learned last year: Sound power, Word Part Power, Vowel Power, Reread Power. Just to name a few (You could place each chart on a document camera as you name it).</p> <p>“Thumbs up if you remember those powers.”</p> <p>“One very important power that will help us read this year is our pointer power.”</p> <p>Teaching Point Today I want to remind you that readers have pointer power to slide across all the sounds in a word they do not know. Our pointers help us to blend the sounds we hear. We ...</p> <ol style="list-style-type: none"> 1. Point to the word. 2. Slide across the word. 3. Blend the sounds together. <p>(Add to big anchor chart)</p> <p>Teach Introduce the book <u>Sunset Pond</u>. Model using pointer power to slide across the words or groups of words on the page 1-3.</p> <p>“Readers, I will remind you about pointer power with the book <u>Sunset Pond</u>. This book is about a boy named Matt and his close friend Bud, his dog. Just</p>	<p>Gathering Song</p> <p>Pointer Power</p> <p>Super Powers Single Chart</p> <p>Super Powers All Individual Powers</p> <p>Sunset Pond</p>
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		<p>as we have a special spot in the classroom to gather and learn to read, Matt and Bud have a special place called Sunset Pond. Let us read to find out what they love to do at Sunset Pond.”</p> <p>“Watch me while I read the first few pages. Carefully notice how I use pointer power to guide my reading across the page.”</p> <p><i>Mat and Bud run down the hill to Sunset P-o-nd. Matt p-ick-s up a st-ick to t-oss.</i></p> <p>“My pointer really did guide my reading. I will go back to reread which will help me to read even smoother.”</p> <p><i>Matt and Bud run down the hill to Sunset Pond. Matt picks up a stick to toss.</i></p> <p>Debrief</p> <p>“Did you see how I put my finger to the left of each word I did not know and slid across the word blending all the sounds? Then when I finished one word I moved to the next by scooping across the page with my eyes. If you saw this, give me a big thumbs up!”</p> <p>Active Engagement</p> <p>Invite students to reread the next few pages (5-7) of <u>Sunset Pond</u>. Remind them to hold up their pointer to track the letter/sounds across each word.</p> <p>“Now it is your turn to read a page using your pointer power. Pointers ready!”</p> <p><i>Bud get-s the stick in the pond. Matt pat-s Bud. Bud is the b-e-st dog.</i></p> <p>“Great job using your pointer power to read challenging words along with me. Let us reread to smoothly blend all the sounds as we read.”</p> <p><i>Bud gets the stick in the pond. Matt pats Bud. Bud is the best dog.</i></p>	
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		<p>“Readers, so far we learned that Matt throws the stick in the pond and Bud loves to get the stick. Let us continue to read the book to find out what else happens at Sunset Pond.”</p> <p>Rug Time: Extended Practice Keep reading with pointer power. Invite the class reread pages 1-7.</p> <p>“Now that we read some pages of the book. I think you would agree that Sunset Pond is a special spot for Matt and Bud. What was your favorite part so far? Take a moment to think about it.”</p> <p>“I will name all the important parts. Listen for your favorite part. They run down the hill to Sunset Pond. They play with sticks, Bud swims in the pond to get the stick. Sunset Pond is a special place.”</p> <p>Link Remind students that pointer power will help to read across the page.</p> <p>“So readers, just as Matt and Bud love to gather at Sunset Pond. We will love gathering each day to grow our reading superpowers. When you go off to read today, remember to activate your pointer power! Hold your pointer up in the air. When I point to you, go off to read using your very own pointer power.”</p> <p>Share Remind readers that using pointer power helps us to check our reading. Move around the room to make sure students are tracking the words with their fingers. Note that readers at this point might only need to use pointer power when they come to an unknown word.</p> <p>“Super readers, I want us to end today by using our pointer power. When we track the words it helps us to read the trickiest words. Try it right now, take out a book and practice reading a page using your pointer power when needed.”</p>	
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<p>Session 2</p>	<p>Readers Have Sound Power to Blend Words Smoothly Together</p>	<p>Connection: Show a few superheroes and how they all have something in common, they all have many powers to help them when in trouble. Readers need more than one power, too.</p> <p>“Readers, many of you know lots of superheroes: Batman, Wonder Woman, Spider-man, and Superman (point to each picture). Each of these superheroes have something in common. They all have more than one special power to help them when they run into trouble. Guess, what? Readers have more than one power too!”</p> <p>Teaching Point: “Today I want to teach you that readers have sound power to help you say all the sounds in tricky words.”</p> <p>We...</p> <ol style="list-style-type: none"> 1. Look at the word. 2. Point to each letter. 3. Slide and say the sounds. <p>(Add sound power to the chart.)</p> <p>Teach Continue to read the book Sunset Pond pages 9-11. “Readers, today we will continue to read the book Sunset Pond. The story is about Matt and his best friend, Bud. Bud is his dog. Remember they went to their favorite place, Sunset Pond and played with the stick. Let us continue to read and find out more about what they like to do.”</p> <p>“Watch me closely as I read across the pages using both my pointer and sound power.”</p> <p><i>Then, Matt and Bud st-op. What can it be? A log is in the pond. A big fr-og is on the log!</i></p> <p>“Okay readers, I will go back and reread. Some of those words were big! I needed both my pointer and sound power.”</p>	<p>Superheroes Images</p> <p>Sound Power</p>
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		<p><i>Then, Matt and Bud stop. What can it be? A log is in the pond. A big frog is on the log!</i></p> <p>Debrief “Did you see how I needed both my reading superpowers? Both powers helped me as I ran into trouble with the words like stop and frog. Thumbs up if you noticed my reading superpower!”</p> <p>Active Engagement Invite the students to read page 13 activating both pointer and sound power.</p> <p>“Now it is your turn to give your reading superpowers a try. Get ready to activate both pointer and sound power! Ready super readers!”</p> <p>Bud hops b-a-ck down into the pond. Bud gets to the log. But the big frog hops in. Pl-o-p!</p> <p>“Great reading first graders! Let us go back using both powers to reread the words smoothly.”</p> <p><i>Bud hops back down into the pond. Bud gets to the log. But the big frog hops in. Plop!</i></p> <p>Rug Time: Extended Practice Invite the class to reread the pages 1-15. Use multiple types of reading techniques: whole class, small group, partners.</p> <p>“That was great reading! I love how we all used our powers to help us read across the page. What did Matt and Bud do so far at the pond? Let us name it across our fingers: In the beginning, Matt and Bud ran down the hill to Sunset Pond. In the middle, Matt picks up a stick to toss and Bud jumps in the pond to get it. Finally, they see a frog on a log and Bud jumps in the pond to try and catch it.</p>	
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		<p>Link Remind students that just as superheroes need more than one power, so do super readers.</p> <p>“So now we will go off to read independently. Remember just as Superman, Batman, Spiderman, and Wonderwoman all use more than one power when they run into trouble, so do readers. Be ready to activate pointer and sound power. Off you go!”</p> <p>Share Close lesson with students reading words in isolation to activate sound power. Choose some words from the text the class just read.</p> <p>“Let us end today by reading some words using our pointer power and sound power. Then we will go back to reread.”</p> <div> <div>picks</div> <div>skips</div> <div>rocks</div> <div>naps</div> <div>plop</div> <div>pond</div> </div>	
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Session 3	Readers Have Snap Word Power to Read Even More Words	<p>Connection Review snap words to warm-up.</p> <p>“Super readers, there are so many words we can read quickly, in a snap (snap with fingers). Let’s read some of those words I know you mastered as kindergartners.”</p> <p>Review reading snap words: an, and, at, by, can, fun, got, here,in, is, it, like, look, my, on, see,this, went, will (present each word on the document camera).</p> <p>“Wow, we know so many words in a snap. What a super power!”</p> <p>Teaching Point: Today I want to remind you that readers read snap words quickly. Readers use snap word power to help read smoothly across the page.. We...</p> <ol style="list-style-type: none"> 1. Slide through words. 2. Read snap words quickly. 3. Move on to the next word. <p>(Add snap word power to the chart)</p> <p>Teach Recap the book <u>Sunset Pond</u> and read page 17 to emphasize snap words: on and the.</p> <p>“Let me show you on a page in our book, <u>Sunset Pond</u>. I will use my pointer, sound and snap word power to help me read across the page.</p> <p><i>Bud naps on the d-o-ck. Matt sk-i-p-s rocks on the pond.</i></p> <p>“Now I will reread the page.”</p> <p><i>Bud naps on the dock. Matt skips rocks on the pond.</i></p>	<p>Snap Word Power</p> <p>K Snap Word Set 1</p> <p>My Super Power Reading Mat</p>
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		<p>Debrief “Did you see how I was able to read the words on the pages quickly because I used my snap word power along with my other reading powers to read across the page?”</p> <p>Active Engagement Invite the class to read together alongside you. Remind them to read snap words quickly and engage with all their powers.</p> <p>“Now let’s try this together. We are going to read using our pointer power, sound power and quickly read words we know in a snap.”</p> <p>“Did you notice how we could quickly read the words <i>is, on, it, in</i> and the. These are words we learned to read in a snap. The more words we can read in a snap the more fluent our reading will become.”</p> <p>Extended Practice (Rug Time) Invite the class to reread the whole book with a partner. Remind them to track text using words we know in a snap. Tuck in a retell of events.</p> <p>Today we will partner-read the whole book. Take turns reading the pages. See-saw read.</p> <p>Now that we reread the book using pointer, sound, and snap word power we can remember the beginning, middle, and end. Turn and tell the person next to you.</p> <p>“First, Matt and Bud ran down the hill to Sunset Pond.. Next, Matt picks up a stick and tosses it in the pond and Bud gets the stick. After that, they see a frog on a log and Bud jumps in the pond but the frog hops back in. Finally, Bud takes a nap and Matt skips rock. In the end they sit and watch the sunset.</p> <p>Link Remind students to read words they already know in a snap. Close</p>	
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the lesson by reading snap words.

“Before we go off to read our own books. Let us read some snap words from the book.”

<i>and</i>	<i>at</i>	<i>can</i>	<i>in</i>
<i>is</i>	<i>it</i>	<i>on</i>	<i>up</i>

“Remember that super readers use all their powers to help them read across the page.”

Share

Close lesson by reminding students that in order to grow our super power we not only use our power to read the words, we have special powers that help us read whole books.

“Our powers keep growing, you are all activating pointer power, sound power, and snap word power. Another way to become a super reader is to use a reading mat. A reading mat helps you to track the books you read. I am going to hand out this special reading power tool to help you read more and more like a super reader! We will get this tool today and use it every day.”

“How many of you used a reading mat in kindergarten? Great, some of you have used one! Here is how it works. You start by putting your stack of books on the side with a green dot. Then, as you finish each book, you move it over to the side with the red dot.”

“Let us practice, so tomorrow you will be ready to use this tool to help you grow your super reading powers.”

Session 4	Readers Pay Attention to Word Parts to Read with More Power	<p>Connection Read and reread a familiar poem. Read in a different way each time (clapping, whispering). Point out that word parts can help you read other words, generate a list of words that rhyme with: Jill and Hill.</p> <p>“Super Readers, let’s read “Jack and Jill” to start off our workshop. This is a fun poem.”</p> <p>“Let us reread it, this time clapping our hands. Now we can read it one more time, in a whisper voice.”</p> <p>“I noticed something as we read the poem. Some of the word parts are the same like Jill and Hill both have the word part -ill. How many other words can you think of that end with -ill (bill, dill, fill, mill, will)? Turn and talk to a partner.”</p> <p>Have students share their thoughts. “Amazing, what a big list of words with the word part -ill. Word parts we know can help us read words.”</p> <p>Teaching Point Today I want to teach you that as readers learn to put letters and sounds together, they can use word part power. When you have word part power you read the first sound and then the ending part of the word. This helps to read unknown words quickly.</p> <p>We...</p> <ol style="list-style-type: none"> 1. Read the first sound. (onset) 2. Read the ending of the word. (rime) 3. Blend the sounds together. <p>(Add word part power to the chart)</p> <p>Teach Demonstrate reading with onset and rime to blend words together as you read. Reread the book, <u>Sunset Pond</u>. This time reading pages with</p>	<p>Jack and Jill</p> <p>Word Part Power/Vowel Power</p>
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		<p>onset and rime. Read pages 1-5.</p> <p>“Watch carefully as I read using my word part power. Reading parts of words we know helps us to read across the page.”</p> <p><i>Matt and Bud r-un down the h-ill to the s-unset Pond.</i></p> <p>Debrief “You see first graders, you already know many word parts. Recognizing word parts can help you read across the pages. Did you see how I read the onset and then scooped through the word part I know? Touch your shoulders if you saw that!”</p> <p>Active Engagement Have kids join you in a shared reading of the read pages 3-5 of Sunset Pond. Point out the word parts as you read.</p> <p><i>Matt p-icks up a st-ick to toss. Bud gets the st-ick in the pond.</i></p> <p>“Great, reading! You are using your word-part power. Let us go back and reread.</p> <p>Debrief “Did you see how we used the part we know like -ick (stick). Reading larger chunks of words we know rather than sounding out each and every sound separately helps us read across the page.”</p> <p>Extended Practice (Rug Time) Remind students of all their powers: pointer, sound, snap word, and word part power. Invite partners to reread the book focusing on integrating all their powers to read with accuracy and fluency.</p> <p>“We noticed lots more word parts in this section of the text like -ond, -ick, -ack, -ill, and -op. In words like: stick, pick, back, hill, stop, and plop.”</p> <p>“Our rereading helps us to also remember more of the story. Think along</p>	
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		<p>with me as we recap the story. “First, Matt and Bud ran down the hill to Sunset Pond.. Next, Matt picks up a stick and tosses it in the pond and Bud gets the stick. After that, they see a frog on a log and Bud jumps in the pond but the frog hops back in.Finally, Bud takes a nap and Matt skips rock. In the end they sit and watch the sunset.</p> <p>Link Remind students to use all their powers to read books independently. Point to the Growing our Superpowers Chart.</p> <p>“Before we go off today, let us remind ourselves of all our powers. Read them along with me. We are growing our reading by using...”</p> <ol style="list-style-type: none"> 1. Pointer power 2. Sound power 3. Snap word power 4. Word-part power <p>Share Close lesson by telling students that super readers keep track of their reading. This helps them to reread more and more.</p> <p>“Yesterday, I reminded you that another way to be a super reader is to make a stack with your books from hard to easiest on top. Those books go on the green dot side of your mat. Then when you are finished with the book they go on the red dot side.”</p> <p>“But another VERY important thing SUPER readers do is keep track of their reading to read more and more. One way we do this is to put a check mark on a post-it each time you finish a book, this helps you to keep track of how much you read each day during independent reading practice.”</p> <p>“Let me show you so that you will be ready to do this tomorrow during your independent reading time.”</p>	
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Session 5	Readers Pay Attention to Vowels to Help Read Words with Power	<p>Connection Start the lesson with a reading of the vowel chart. Remind students that vowels can have many sounds.</p> <p>“Readers, let’s start the workshop today by reading our vowel chart. Remember vowels have more than one sound. That is why sometimes they can be tricky to read. A apple /a/. A acorn /a/. E egg /e/. E easel /e/. I igloo /i/. I ice /i/. O octopus /o/. O oval /o/. U umbrella /u/. U unicorn /u/. Great reading the vowel chart! But just as superheroes have more than one power to tackle challenges, so do super readers!”</p> <p>Teaching Point: Today I want to remind you that vowels have more than one sound. Readers pay special attention to vowels as they read. We call this vowel power. Vowels help us sound out unknown words. We...</p> <ol style="list-style-type: none"> 1. Read the word slowly. 2. Pay close attention to vowels. 3. Blend the sounds together. 4. Reread the word. <p>(Add vowel power to the chart)</p> <p>Teach Reread a familiar song. Suggested song is <u>The Wheels on the Bus</u>. Remind students to be flexible as they read, noticing that vowels can be long or short and even have other sounds too.</p> <p>“Watch me as I read the first part of the song <u>Wheels on the Bus</u>. Follow along as I read. If you know the song, feel free to read along with me.”</p> <p>The wheels on the bus go round and round, Round and round, Round and round. The wheels on the bus go round and round, All through the town.</p>	<p>Word Part Power/ Vowel Power Gr 1</p> <p>Grade 1 Vowel Chart</p> <p>Wheels on the Bus</p> <p>Superheroes Images</p>
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		<p>Debrief “Did you notice as I was reading that the /ee/ in wheels made the long E sound. And the U in the word bus made the short /u/? Thumbs up if you did. Also, vowels can be tricky because in the word <i>round</i> the O and U together make a whole other sound. And the O and W together in the word <i>town</i>, too. Tap your nose if you notice that!”</p> <p>Active Engagement Invite the whole class to read the next part of the poem together. Activate vowel power.</p> <p>The wipers on the bus go “Swish, swish, swish, Swish, swish, swish, Swish, swish, swish.” The wipers on the bus go “Swish, swish, swish,” All through the town.</p> <p>“Great vowel power. As we read this part the word wipers had a long /i/ as in ice. And the word swish had the short /i/ as in itchy or igloo.”</p> <p>Rug Time: Extended Practice Give students their own copy of the poem to read in pairs. Give feedback as they read.</p> <p>“You will pair up with the person next to you. Read through the song and pay close attention to the vowels.”</p> <p>“Wow, one group I heard noticed that the E in open was short like in the words edge or egg. But the E in people was long like in the word easel. Super vowel power!”</p> <p>Link Remind students as they read on their own to activate all powers. Bring back the superhero picture and compare all our reading powers to super heroes needing a lot of powers.</p>	
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		<p>“Here is Batman, Superman, Wonderwoman, and Spiderman. I brought them back to remind you that just as superheros need more than one power when they run into trouble, so do us readers. When we use all our great reading superpowers, it gets us out of trouble! Remember to use ALL your superpowers.”</p> <p>Share Close lesson by celebrating the growing super first grade readers. Tell students that not only do super readers keep track of their reading to read more and more, they set goals for their reading to read more each day.</p> <p>“I gave everyone a great super reading tool, a reading mat. The mat reminds us to make a stack with our books, read all our books, and reread the stack by keeping track. There is still one more important thing we need to do to grow our super reading powers, we need to set reading goals.”</p> <p>“Let me show you, today during independent reading I read 3 books. See I have 3 check marks on my Post-It notes. I want to read more tomorrow. I am going to increase my reading power, tomorrow I will read 4 books so that I can read more and more. See how I wrote a 4 on this Post-it. It is my goal for tomorrow. Who is ready to make a super reading goal for tomorrow?”</p> <p>“Great, 1,2,3, set a goal for me!”</p>	
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Bend 2: Super Powers Help Us Read Longer Words: Using Decodables to Review Blends, Digraphs, and More

Session 6	Super Readers Use Powers to Read Longer Words Part by Part	<p>Connection Superheroes have big challenges to tackle just as readers have big challenges, reading longer Kryptonite Words.</p> <p>“Super readers, you're really growing your reading powers everyday. But, I have something really important to tell you about superheroes that not everyone knows. Superheroes face big challenges!”</p> <p>“Look at Superman in this picture, he is exposed to Kryptonite. Kryptonite is a rock that will weaken Superman’s powers. But the Man of Steel has proven able to withstand and overcome the rock's effects. We super readers can face big challenges too, like reading longer, challenging words. We call these Kryptonite words.”</p> <p>Teaching Point Today I want to teach you that readers need to tackle the challenge of reading longer Kryptonite words part-by-part. We...</p> <ol style="list-style-type: none"> 1. Chop the word into syllables 2. Read it part by part 3. Blend the sounds together <p>Teach Model reading longer words part by part. Suggested text Jen’s Best Gift Ever.</p> <p>“Let me show you the book, <u>Jen’s Best Gift Ever</u>. Wow, the title itself is so challenging! The words best and gift consonant blend at the end of the words. Let me chop this long Kryptonite word into parts. E-ver. Ever has two parts. Now I can blend the sounds, ever. The title is: Jen’s Best Gift Ever. How many of you like to get gifts for your birthday or a holiday? What are some things you like about getting gifts? Turn and tell a partner.”</p> <p>“I heard lots of reasons why you like gifts. Some said because it means it is your birthday or because you did something special. Watch as I read the first few pages and tackle it like Superman. I will NOT give up.”</p>	<p>Superman and Kryptonite</p> <p>Jen’s Best Gift Ever</p>
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		<p><i>The sun is just up. Jen jumps from bed. At last! It is Jen's birth-day!</i></p> <p><i>The sun is just up. Jen jumps from bed. At last! It is Jen's birthday!</i></p> <p>Debrief "Did you see how I read challenging, longer words part by part and then went back to blend ALL the sounds together? Thumbs up if you saw that"</p> <p>Active Engagement Invite the class to read the next pages breaking longer words part-by-part. Suggested page is page 5-9.</p> <p>"Now it is your turn to give this a try. We will all read the next few pages, breaking longer words part-by-part."</p> <p><i>Dad hands Jen a gift. It has a rib-bon on top.</i> <i>Jen lifts the lid on the gift. What is in it? Jen's gift is a lit-tle black cat!</i></p> <p>"Great work breaking the words <i>ribbon</i> and <i>little</i> into parts, then going back to blend the sounds together."</p> <p>Rug Time:Extended Practice Have partners reread pages 1-9 to reinforce longer kryptonite words. Remind them to use all their powers to tackle word reading. Invite partners to read chorally, see-saw read, and even echo read pages.</p> <p>"I noticed so many students sliding their fingers across words using sound power, and reading longer words part-by-part. Words such as birthday, ribbon, and little. Doing this helped us to understand what we are reading. Jen is excited because it is her birthday and she receives a special gift, a little black cat."</p> <p>Link Remind students that just any superhero faces challenges; readers face reading challenges, too.</p>	
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	<p>“Wow, super readers! Your reading is growing everyday. Even those longer Kryptonite words don’t stop you, like a real superhero. So remember, whenever you are reading, you want to use your pointer power to read longer words part-by-part.”</p> <p>Share Invite the students to write kryptonite words.</p> <p>“Let us end today by writing a few longer words. These words are twin consonants that tell us how to break them apart: rib-bon and lit-tle.”</p> <table><tr><td>ribbon</td><td>little</td></tr></table>	ribbon	little	
ribbon	little			

Session 7	Super Readers Pay Attention to the Sounds on the Edges of a Words	<p>Connection Remind students that it is not only important to read words part-by-part but it is also important to pay attention to the edges of words, blends and digraphs.</p> <p>“Yesterday, we really showed your reading super powers by reading longer words part-by-part. Another important thing to remember about words are the sounds at the edges of words, blends and digraphs. Let us warm-up today by reading our blend and digraph chart. Hands on your shoulders if you are ready to blend!”</p> <p>“Let us read some words that appear in our book Jen’s Best, Gift Ever that have blends.”</p> <p style="text-align: center;"><i>/bl/ black, /gl/ glad, /pl/ plan, /st/ last</i></p> <p>“Readers blends and digraphs are usually on the edges of words. Super readers like all of you pay close attention to the edges of words.”</p> <p>Teaching Point Today I want to remind you to pay attention to the edges of words. That is where some letters blend together. Noticing blends and digraphs allows readers to catch all the sounds in a word. We...</p> <ol style="list-style-type: none"> 1. Point to the word 2. Blend the first sounds 3. Slide through the word 4. Reread the word <p>Teach Demonstrate reading words with blends and digraphs. Suggested text, <u>Jen’s Best Gift Ever</u> Read pages 11-13.</p> <p>“Remember yesterday we started to read the book, Jen’s Best Gift Ever. We learned that Jen got a little black cat for her birthday. She was very excited to get this gift. Watch carefully as I read.”</p>	Blends and Digraphs
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		<p>Sh-e picks the cat up. Ju-st th-en, he jumps from Jen's hands.</p> <p>Debrief "Did you see how I read all the way to the end of words like picks, jumps and hands to catch all the sounds. I also paid attention to the edges of words like: just has the blend /st/ or she has the digraph /sh/. Clap your hands twice if you notice that."</p> <p>Active Engagement Invite students to work along with you to reread pages 11-13.</p> <p>"Now it is your turn to work along with me. Get ready to read along with me."</p> <p>She picks the cat up. Just then, he jumps from Jen's hands.</p> <p>"Nice work, super readers! You blended the first and last sounds, noticing the edges of words."</p> <p>Rug Time: Extended Practice Invite pairs of students to read parts. They can reread or even read to finish the book.</p> <p>"Super reading the pages of this book. I listened as many of you read the words <i>gift and lifts, black, and just</i>."</p> <p>"All this hard work helps us remember what we have read. Let us retell what we have read so far. In the beginning Jen wakes up and notices it is her birthday. In the middle, she gets a gift from her family and it is a black cat. Finally, the cat jumps out of Jen's hands."</p> <p>Link Remind the students that they will find lots of blends and digraphs in books that fill their book bags.</p> <p>"Readers, from now on, whenever you are reading, remember that two letters can go together to make a blend or a digraph. One tool that can help</p>	
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		<p>you as a reader is your blends and digraph chart.”</p> <p>Share Write a few words with L blends. Suggested words are: plan, black, and glad. Remind students that if we can write words with blends we can read them.</p> <p>“Let us write a few words from the book we read today, they all are words with L blends: plan, black, and glad.”</p>	
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Session 8	Super Readers Use Reread Power to Sound Smooth and Expressive	<p>Connection Revisit a familiar text to remind students that rereading helps readers sound smooth and expressive. Suggested Text is <u>Jen's Best Gift Ever</u>.</p> <p>Shared Reading of pages 1-3 Before reading, say, "Readers let us begin today's lesson by rereading a few pages of a book, <u>Jen's Best Gift Ever</u>"</p> <p>Reread pages 1-3. After reading, say, "Great reading. Let's go back and reread these pages again."</p> <p>After rereading, say, "I noticed something special we just did. As we read books, we always go back to reread them. We reread words, sentences, pages, and whole books. I realize that rereading is another super reading power!"</p> <p>Teaching Point Today I want to remind you of another power. You have reread power to help you check that the word sounds right and makes sense.</p> <p>We...</p> <ol style="list-style-type: none"> 1. Look at the words. 2. Sound the words out. 3. Reread the words. <p>(Add reread power to the chart)</p> <p>Teach Demonstrate the process of rereading to make reading sound smooth and expressive. Suggested Text, <u>Jen's Best Gift Ever</u>. Focus on the words: jumps, ribbon, and birthday.</p> <p>"Watch me as I reread the first few pages in the book, Jen's Best Gift Ever. Notice all I do to be a super smooth reader!"</p>	<p>Connection Reread Power</p> <p>Teach</p> <p>Link Create a chart of all the powers you have reviewed Reread Power Word Part Power/ Vowel Power Gr 1 Snap Word Power Sound Power Pointer Power</p>
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		<p><i>The sun is just up. Jen ju-mps from bed. At last! It is Jen's birth-day! Dad hands Jen a gift. It has a rib-bon on top.</i></p> <p>I'll go back and reread.</p> <p><i>The sun is just up. Jen jumps from bed. At last! It is Jen's birthday! Dad hands Jen a gift. It has a ribbon on top.</i></p> <p>Wow, reread power really helps me to blend the sounds together. Did you notice that, too?"</p> <p>Active Engagement Invite class to read the next page, focusing on rereading. Read pages 11-13.</p> <p>"Now it is your turn to reread along with me the next pages.</p> <p><i>Jen lifts the lid on the gift. What is in it? Jen's gift is a little black cat! She picks it up. Just then, he jumps from Jen's hands.</i></p> <p>Ready to activate reread power? Let's go.</p> <p>Debrief After reading, say, "Did you see how we reread words and sentences? Rereading helps us to say words smoothly and understand the story even more."</p> <p>Rug Time: Extended Practice Invite students to reread for fluency and comprehension. Encourage them to reread pages 1-13. Then reread them again.</p> <p>"Did you all notice how we read each page many times? Each time we reread we sound smoother, just like super readers!"</p> <p>Link Revisit Reading Super Powers Chart you have created.</p>	
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		<p>“Remember, we have many super powers. We can use all of them to help us read: Pointer power, sound power, snap word power, vowel power, word part power, and reread power!” (Point to the chart)</p> <p>Share Invite students to reread a page in a book from the book bag.</p> <p>“Before we end the workshop today, activate all your powers and reread a page from a book you read today.”</p>	
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Session 9	Super Readers Use Many Powers All Along the Way	<p>Connection Ask students to read kindergarten snap words that have added blends and digraphs as a way to warm-up first grade reading super powers.</p> <p>“First graders, we are really doing a great job growing our super reading powers. Let us begin the workshop today by reading some snap words that have blends and digraphs added to them.”</p> <p><i>look, brook, shook, an, clan, Stan, will, spill, skill, play, sway, clay...</i></p> <p>“Did you notice what we did super readers? We started from the left, slid from sound to sound, and went back to blend the word smoothly. That made me realize we used many reading powers to read words. We use all our powers along the way.”</p> <p>Teaching Point Today I want to remind you that readers use many powers along the way. This helps us become super readers, even when we come across a word we do not know. We...</p> <ol style="list-style-type: none"> 1. Read across the page 2. Slow down at unfamiliar words 3. Activate powers <p>Teach Demonstrate getting stuck on a word and using many powers to help you read. Suggested text is Jen’s Best Gift Ever pages 15-17.</p> <p>Readers watch me as I read a page in the book <u>Jen’s Best Gift Ever</u>. Remember the book is about Jen and it is her birthday. She gets a gift. It is a black cat. The cat jumps from Jen’s hands. Watch as I read the first few pages.</p> <p>Jen can-not get him. Jen has a pl-an. She li-fts a rib-bon from her gi-ft.</p> <p>Debrief</p>	Adding Blends and Digraphs to Snap Words
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		<p>“Did you see how I slowed down at tricky words? I used many powers to help me read the words: cannot, plan, lifts, gift and ribbon. Turn and tell the person next to you what I did.”</p> <p>“Yes. Many of you said I used pointer power, sound power, vowel and word part power reading longer words part by part. Then I went back to reread.”</p> <p>Active Engagement Invite the class to read along with you activating many powers along the way.</p> <p>“Let us finish reading the book, Jen’s Best Gift Ever. Let us read to find out where the cat goes and how Jen’s got the cat back.”</p> <p>After reading, say, “now that we slowed down using pointer power and sound power to figure out words. Let us go back to reread. That helps us sound smoother and remember more of the story.”</p> <p>Rug Time:Extended Practice Give students a copy of the book. Let them read in pairs. Give immediate feedback as you listen to students read.</p> <p>“Readers, each partnership has a copy of the book, Jen’s Best Gift Ever!</p> <p>“After reading, say, “Jen is very responsible. She came up with a plan when the cat jumps under the bed. Jen and her family are happy to have this playful addition to their family.”</p> <p>Link Remind students that now that our books have bigger, more challenging words, it is important to slow down and activate powers along the way.</p> <p>“We did a great job today finishing the book <u>Jen’s Best Gift Ever!</u> Remember when you go off to read books from your book bags to slow</p>	
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		<p>down at words you do not know, activate the powers that you need. This will not only help you with your word reading, it will help you to understand what you are reading much, much more. Off you go, super readers!</p> <p>Share Invite students to read a few words in isolation to remind them to slow down at challenging words.</p> <p>“Let us end today by reading some challenging words. Give me a thumbs up if you are ready.”</p> <p>little ribbon cannot birthday</p>	
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Session 10	Super Readers Use all They Know About Letters and Sounds to Give the Gift of Reading	<p>Connection Compare superheroes having many powers just like our reading super powers. Superheroes have many powers to help them when they face challenges, we have many powers when we face reading challenges. Having lots of powers is a real gift.</p> <p>“Readers, we have discussed how every superhero (point to picture) has more than one power to help them tackle trouble and so do we. Having more than one reading power is like a true gift.”</p> <p>Teaching Point Today I want us to celebrate all we know about letters and sounds to give the gift of reading. We...</p> <ul style="list-style-type: none"> • Point and slide across the words on the page • Slow down to activate more powers when needed • Remember to always reread <p>Teach and Active Engagement Invite the class to read <u>The Gift</u>. Compare Rasheed getting a gift to the gift of reading.</p> <p>“Over the last few weeks we have been using all our reading powers to review what we learned in kindergarten and to help us read even longer words. Our reading super powers give us the gift of reading.”</p> <p>We read the book Jen’s Best Gift Ever. She takes such responsibility to take care of her new present, the black cat. Let us read a story today about our phonics mascot, Rasheed. Rasheed, too, receives a gift. We all love gifts. Jen and Rasheed are not the only ones who love to receive gifts. Do you agree? Thumbs up if you agree.”</p> <p>“Before reading, say, “This book is about Rasheed and a gift that is for him. Rasheed and his friend Cam, cannot open the gift. Let us read to find out what they do. I invite all of you to read along with me.”</p> <p>After reading, say, “We are really doing a great job reading together. It</p>	Superheroes Images
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		<p>seems Rasheed and Cam are working hard to get the gift open, just like we work hard at reading.”</p> <p>Rug Time:Extended Practice Distribute a copy of the book, <u>The Gift</u> to each student. Tell them to give the gift of reading to each other. Have students partner up to read the book with a friend.</p> <p>“Okay readers, let us keep working at our reading gift, just as Rasheed keeps working hard to open his gift.”</p> <p>After reading, say, “Wow, our reading powers helped us to see how when we work hard with others like our friends, anything is possible.</p> <p>Link Invite the class to name which powers they use most.</p> <p>“Readers, we activated our reading gifts with a partner today. Think about all the reading super powers you used today to give the gift of reading to a friend (point to the chart) Was it...? Which ones do you use the most? Turn and tell your tablemates.</p> <ul style="list-style-type: none"> ● Pointer power ● Sound power ● Snap word power ● Word part power ● Vowel power ● Reread power <p>“ Be ready to add even more powers tomorrow, off you go.”</p> <p>Share Gather students to activate their powers and read a sentence together that celebrates all their super reading. Reread it a few times.</p> <p>“I invite you to read this sentence with me. We need to celebrate all we can do as first graders!”</p>	
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		<i>We are growing our super reading powers!</i>	
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Bend 3: Partners Help Each Other Pay Attention to Words: Using Decodables to Review More Complex Endings

Session 11	Partners Help Each Other Read	<p>Connection Relate how superheroes have partners to help them be the best hero they can be to readers who have partners to help them be the best readers they can be.</p> <p>“Look here first grade readers, it is Batman! Who is next to him? Yes! Robin. Batman has Robin to help him face challenges. Everyone has just been given a reading partner. We readers have long term reading partners to help us overcome our reading challenges.”</p> <p>Teaching Point Today I want to teach you that reading partners help each other pay attention to words as they read. Partners face reading challenges together just like Batman and Robin. We...</p> <ol style="list-style-type: none"> 1. Sit side by side 2. Read together 3. Work as a team <p>(Add partner power to chart)</p> <p>Teach and Active Engagement Invite the class to be your reading partner, helping you with challenges along the way. Suggested text is <u>Meg and Jim’s Sled Trip</u>. Read pages 1-2.</p> <p>“Readers, I invite the class to be my partner today. Thumbs up, if you have activated your reading powers and are ready to help me when I face reading challenges.”</p> <p>“So remember that partners sit side by side to read together and work as a team. Looks like you are all ready.”</p> <p>“I have the book <u>Meg and Jim’s Sled Trip</u>. It is about two children who go on a fun sled trip. Have you ever gone sledding with your family? Thumbs up if you have. What makes sledding a fun activity? Turn and talk.”</p>	<p>Batman and Robin partner power.pdf</p> <p>Work as a Team</p> <p>Meg and Jim’s Sled Trip</p>
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		<p>“Partners, I will read the first page of our book, Meg and Jim’s Sled Trip. As my partner listen carefully as I read and be ready to help me if I get into trouble.</p> <p>“It is a fan-tās-tic day to sled!”</p> <p>“Hmm... that did not sound right. Partners, can you help me with this word? Ah yes! <i>fantastic</i>. It has a short /ă/ sound, not a long /ā/. That sounds much better and it makes sense too! Let us go back to reread the pages.”</p> <p>“It is a fantastic day to sled!”</p> <p>Rug Time:Extended Practice Invite the class to read the next few pages of the book. Alternate different partners reading sentences/pages.</p> <p>Before reading say, “Partners, let us read the next few pages. I will read a page and you can read the next page.</p> <p>Teacher: <i>Meg and Jim run past the elm tree to the top of the big sled hill.</i></p> <p>Students: <i>Get set, go! The hill is steep. The sleds zip fast on the snow.</i></p> <p>“Thanks partners! We worked together to read through hard words like: tree, steep, and snow. <i>It seems to me that Meg and Jim are having fun going fast down the steep hill. Do you agree?</i></p> <p>Link “Today was a special day. You got to help each other just like superheroes do. We were just like Batman and Robin. We were partners. We could say, you have partner power! Remember that partners can read together as a team (present chart). Partners can take turns reading, too.”</p> <p>Share</p>	
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		<p>End lesson by inviting the class to be your partner and read a sentence with you. Ask them who and what questions about the sentence.</p> <p>Partners help each other to read like a superhero!</p> <p>“Who helps each other? Yes, partners do! What do partners help each other to do? You got it, read like a superhero!”</p>	
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Session 12	Partners Slow Down and Read All the Way to the End of Words	<p>Connection Warm up by reading a list of longer words all the way to the end.</p> <p>“Partners, let us continue to read our new book today, Meg and Jim’s Sled Trip. This book is filled with longer and more complex words. We will read a list of some of these challenging words to prepare us for our reading today. All set?”</p> <table border="1" data-bbox="613 508 1591 698"> <tr> <td><i>need</i></td><td><i>speed</i></td><td><i>deep</i></td><td><i>steep</i></td></tr> <tr> <td><i>tree</i></td><td><i>next</i></td><td><i>elm</i></td><td><i>sleds</i></td></tr> <tr> <td><i>fantastic</i></td><td><i>down</i></td><td><i>snow</i></td><td><i>until</i></td></tr> </table> <p>After reading the list of words, “just as we worked together to read each word slowly from beginning to the end, partners slow down and read all the way to the end of words while reading books.”</p> <p>Teaching Point Today I want to teach you that partners slow down and read all the way to the ends of words. We ...</p> <ol style="list-style-type: none"> 1. Read together 2. Slow down 3. Read from beginning to end <p>Teach Invite the class to watch you demonstrate reading from beginning to the end of a word. Suggested text is Meg and Jim’s Sled Trip.</p> <p>“Readers yesterday, we started the book, Meg and Jim’s Sled Trip. Meg and Jim went to the steep hill to slide down. It looks like they are having fun. How do we know they are having fun? Turn and tell your partner.”</p> <p>“Yes, they are smiling in the picture while they are going super fast. Now in</p>	<i>need</i>	<i>speed</i>	<i>deep</i>	<i>steep</i>	<i>tree</i>	<i>next</i>	<i>elm</i>	<i>sleds</i>	<i>fantastic</i>	<i>down</i>	<i>snow</i>	<i>until</i>	List of Longer Words
<i>need</i>	<i>speed</i>	<i>deep</i>	<i>steep</i>												
<i>tree</i>	<i>next</i>	<i>elm</i>	<i>sleds</i>												
<i>fantastic</i>	<i>down</i>	<i>snow</i>	<i>until</i>												

		<p>this next part they are going back up the hill. Let us continue reading the story. Watch me carefully as I read the next page paying close attention to reading all the way from beginning to the end.”</p> <p><i>They drag their sl-ed-s back to the top. They drag their sleds back to the top.</i></p> <p>Debrief Did you see how I read from the beginning to the end of words? In the word sleds. I slowly read the blend /sl/ and the end sound of /s/. Remember S at the end of words means more than one. Thumbs up if you notice that.”</p> <p>Active Engagement Continue the shared reading for the next page 9. Work through longer words together. Suggested words are sits, picks and speed.</p> <p>“Now it is your turn to try it. Be my partner!”</p> <p><i>On the next trip, Jim sit-s in Meg’s sled. The sled pi-ck-s up sp-ee-d. They see a bump.</i></p> <p>“Let’s reread!”</p> <p><i>On the next trip, Jim sits in Meg’s sled. The sled picks up speed. They see a bump.</i></p> <p>Rug Time: Extended Practice Invite partners to take turns reading the book Meg and Jim’s Sled Trip. They can see-saw read pages.</p> <p>“Now you and your partner can read. Take turns. One partner reads and then the other reads the next page. Remember to help your partner read through the whole word.”</p> <p>Link</p>	
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Super readers, remember when you go off today to slow down when you get to words that challenge you. Remember, partners help you overcome reading challenges.

Share

Invite the class to be your partner and reread the challenging words list like superheroes. Read words from shared text.

“Let us read a few challenging words just like a superhero! Activate your powers.”

<i>need</i>	<i>speed</i>	<i>deep</i>	<i>steep</i>
<i>tree</i>	<i>next</i>	<i>elm</i>	<i>sleds</i>
<i>fantastic</i>	<i>down</i>	<i>snow</i>	<i>until</i>

After reading, say, “Wow, we can read words with blends like steep and long vowels in steep, need, speed, deep and tree. And we pay attention to endings of words like in the word sleds.”

Session 13	Partners Reread Books Together To Sound Smooth and Expressive!	<p>Connection Read a familiar Poem a few times pointing out that the more we read it the smoother and expressive we sound.</p> <p>“Partners to warm-up for the reading workshop today, let us reread a poem from the phonics workshop. Let us read it together three times through.</p> <p style="text-align: center;"> Making a smoothie, for my best friend. “What about prune, Or will that not blend?” My friend said, “Prune?! That sounds so yucko.” “So how about potato?” My friend said, “Oh no!” Then I gave it one last try with fresh fruit from the store. Banana, peaches, cherries, plums, My friend smiled and asked for more! </p> <p>After reading the poem, say, “Did you notice that when we reread things several times it makes our reading smoother like a delicious smoothie and we sound more expressive too!”</p> <p>Teaching Point Today I want to teach you that reading partners reread books together to sound smooth and expressive. We...</p> <ol style="list-style-type: none"> 1. Read together 2. Reread together 3. Use expression <p>Teach Demonstrate rereading to sound smooth and expressive by rereading, Page 9-13 from Meg and Jim’s Sled Trip. Point out accuracy and expression.</p>	Smoothie Poem
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		<p>On the next trip, Jim sits in Meg's sled. The sled picks up speed. They see a bump. The sled jumps up . . . Meg and Jim land in the deep snow!</p> <p>After reading, say, "Did you notice how when I reread the pages how I read across the page sounding smoother and with more expression? Thumbs up if you noticed that."</p> <p>Active Engagement Invite the class to read and reread pages 15- 19 to emphasize smooth and expressive reading.</p> <p>Before reading, say, "Now it is your turn to try rereading a few pages. We will read each page twice to help us sound smoother and more expressive."</p> <p><i>Up and down they go, until they need to rest. Meg and Jim drag their sleds back past the elm tree. A slide trip is fun!</i></p> <p>After reading, say, "Wow, rereading really does help us to sound like super readers."</p> <p>Rug Time: Extended Practice Invite students to go back and reread pages of the book emphasizing that not only does rereading help us sound better, it can help us remember more of the story too.</p> <p>Before reading, say, "Let us continue our rereading of the book, Meg and Jim's Sled Trip. We can take turns reading and rereading pages."</p> <p>After reading, say, "Reading partners really do sound smooth and expressive by rereading pages together! Partners help each other read."</p> <p>Link Super readers when you go off today, I want you to remember how important partners are. Partners help each other face word reading challenges and remember more about what they read!</p>	
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		<p>Share Remind students that after rereading the pictures can help them remember more too!</p> <p>“To end today, let us go back to the book, Meg and Jim’s Sled Trip and look at the pictures to help us remember more! First, Meg and Jim saw snow everywhere. Next, they went to the top of the big sled hill. Then, they went fast. After that, they drag their sleds back past the elm tree. Finally, they tell mom and dad that their sled trip was fun.”</p>	
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Session 14	Partners Give Reminders About Reading Powers	<p>Connection Energize the class by reading Super Readers Charts.</p> <p>“Readers, LOOK at our ‘We Are Super Readers!’ Chart. WOW! We have so many powers that we remember from last year. Let’s read this list together in big Super Reader voices!” (Read a few times)</p> <p>“Readers, not only do reading partners work as a team, they give each other reminders, too!</p> <p>Teaching Point Today I want to teach you that partners give each other reminders about reading super powers. This helps readers to use specific powers when they need them. We...</p> <ol style="list-style-type: none"> 1. Take turns reading 2. Give reminders when needed <p>Teach and Active Engagement Demonstrate using specific powers. Invite the class to notice and name what powers you are activating.</p> <p>“As I reread today's book, Meg and Jim’s Sled Trip I want you to notice all the powers I use to read the book with accuracy and expression.”</p> <p>Debrief “Did you notice what power I used? Turn and tell your partner. Yes, vowel power. I tried the vowel in the word steep a few ways until it sounded correct and made sense. Keep noticing what powers I use.</p> <p>“What powers did I use here? Turn and talk. Yes, I used word part power reading words like bump and jumps and I used reread power to make my reading sound smooth and expressive.”</p> <p>“Just as you noticed what powers I used to help my reading sound super. You can give reminders to your partners by taking turns reading and give</p>	<p>Continue to create a chart of all the powers you have reviewed</p> <p>Reread Power</p> <p>Word Part Power/ Vowel Power Gr 1</p> <p>Snap Word Power</p> <p>Sound Power</p> <p>Pointer Power</p> <p>Partner Power</p> <p>Start a list of partner power: Work as a Team</p> <p>Give Reminders</p>
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		<p>super power reminders when your partner needs help.”</p> <p>Rug Time:Extended Practice Invite the class to reread the book Meg and Jim’s Sled Trip. This time let the students read and you coach in reminding them of powers.</p> <p>Before reading, say, “Get ready and activate your pointers. Now we are ready to read.”</p> <p>While reading, say, “Remember to use your sound power and snap word power.”</p> <p>After reading, say, “Wow, we used so many powers to help us learn about their sled trip.”</p> <p>Link Congratulations first grade readers! We all did what superheroes do, work together as a team. We worked together helping one another be super readers. When you go off today and every day, remember your reading powers.</p> <p>Share Work together as a team to read a super power word. Remember that partners always give each other reminders.</p> <p>“I invite the class to read a word. I will say it. You will say it. Then we will read it.”</p> <p>“Here is the superhero word. . . <i>noble</i>. Say noble. Read noble. Noble is a describing word, an adjective. It means having great qualities. He is a <u>noble</u> king. The boy was from a <u>noble</u> family. Our class has <u>noble</u> reading powers! What kind of noble reading powers do we have in our class? Turn and discuss.”</p> <p>Yes, we are noble because we slow down at parts to read through the whole word. We use sound power, pointer power and more. That is noble of</p>	
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		<p>us! Thank you partners.”</p> <p>“Noble. Noble means to have courage, even when it is hard. That is all of us, first grade super readers! Reread the word with me. NOBLE. In first grade we are noble readers!”</p>	
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<p>Session 15</p>	<p>Partners Help Each Other Become Super Word Readers!</p>	<p>Connection Invite the class to revisit a list of longer words. Tell them that partners help each other to become Super Readers.</p> <p>“Partners, let us begin today by revisiting this list of longer words. Together we can read them and become even more of a noble super reader.”</p> <p>“Wow, when we work as a team, we really do become super readers!”</p> <p>Teaching Point Today I want to remind you how important it is to work as a team and help each other become super readers. We . . .</p> <ol style="list-style-type: none"> 1. Sit together 2. Work as a team 3. Give reminders <p>Teach and Active Engagement Integrate using all the reading super powers to help with word reading. Reread the book Meg and Jim’s Sled Trip with the class as a shared choral reading.</p> <p>“Let us reread the book Meg and Jim’s Sled Trip. After we reread we will retell the beginning, middle, and end. After all, that is what noble readers do!”</p> <p>Rug Time: Extended Practice Invite partners to reread by taking turns. Remind them to be noble readers not only reading the book but retelling the book, too.</p> <p>“Now that we are experts at reading this book. Take turns reading the book with your partner. Remember to give reminders to your partner and retell the book too.”</p> <p>Link “First graders, remember that our word reading will become stronger and</p>	<p>List of Longer Words</p>
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		<p>stronger when we continue to activate all our powers while reading across pages in our books. Don't forget to give reminders to your partner when they need it. Batman and Robin are not the only super powered duos. First grade reading partners are super too!"</p> <p>Share Invite partners to be reading teachers, teaching others all they know about word reading.</p> <p>"We have been working super hard to build our partner power. Let us get together with our partners to teach your favorite reading power. Take a book with you, sit with a partner, state your favorite power, and show them how you use it. My favorite power is ... Let me show you ..."</p>	
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Bend 4: Putting the Powers Together Before, During, and After Reading

<p>Session 16</p>	<p>Activate Powers By Taking a Sneak Peek Before Reading</p>	<p>Connection Compare a movie preview to a book sneak peek.</p> <p>“Have you ever been watching TV and a movie preview comes on for an upcoming movie? The commercial gives you a sneak peak about what the whole movie will be about, and usually gets you super excited to see it! Did you know that we can do that for our books, too?”</p> <p>Teaching Point: Today I want to teach you that super readers activate their reading powers before they open a book. Readers use their powers to take a sneak peek! We....</p> <ol style="list-style-type: none"> 1. Look at the cover. 2. Read the title. 3. Think, “What is this about?” <p>Teach Introduce a new book to your students. In this lesson we use the text Scamp Gets a Bath.</p> <p>Watch me as I give you a sneak peek of this new, exciting book. Let’s look at the cover together – It looks like there is a brother and sister giving their dog a bath ! Now let’s look at the title, let’s activate our pointer power, sound power, and vowel power to read the words: <u>“Scamp Gets a Bath.”</u> I think the brother and sister have a dog named Scamp. Scamp is the dog and they are giving him a bath.</p> <p>Active Engagement Continue to preview the text activating knowledge to have students consider what the book may be about.</p> <p>Ask: Let’s think what might this book be about? Turn and share with your reading partner, thinking about the clues the picture and title give you. “OK readers, 1 - 2 - 3, back to me!” I just heard Sarah say that Scamp is dirty. Another group said maybe Scamp ran in a pile of mud and now they have to clean him. Let us continue with our sneak peek to find out.”</p>	<p>Grade 1 Before, During and After Reading</p> <p>Scamp Gets a Bath</p>
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		<p>Rug Time:Extended Practice Have students continue taking a sneak peek with their own reading partners. Each partner can give a sneak peek with their very own books.</p> <p>“Let us continue with giving sneak peeks. I had each of you bring a new book to the lesson today. Activate your partner power and give each other a sneak peek. Remember to look at the pictures, read the title, and ask, “What might this be about?”</p> <p>Link “Super readers, as you start a new book, one thing you do is take a sneak peak to rev up your reading powers!”</p> <p>Share Close the lesson by partners stating what the book is mostly about.</p> <p>“Let us end today by going back to the book we worked on during the lesson, <u>Scamp Gets a Bath</u>. What is this book mostly about? This book is about a dog Scamp who runs in the mud and gets a mess. The brother and sister give him a bath because that is the responsible thing to do. Taking a sneak peek lets us predict what a book is mostly about. Great work super readers.”</p>	
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Session 17	Use Powers to Help Blend Sounds, Words, and Sentences While Reading	<p>Connection Remind students that after taking a sneak peek there is still a lot to do while reading.</p> <p>“Yesterday, we took a sneak peek of a new book, Scamp Gets a Bath. We looked at the cover, read the title, and thought about what the book would be about. Turn and remind your partner what the book might be about.”</p> <p>“I want to remind you that there is a lot more to do while reading books.”</p> <p>Teaching Point Today I want to remind you that while reading we must use many powers to help us blend words. When we blend the sounds in words together it helps us understand what we have just read. We...</p> <ol style="list-style-type: none"> 1. Scoop eyes across the page. 2. Pause at tricky words. 3. Activate powers. <p>Teach Demonstrate blending words using sound, vowel, and word part power. Suggested text is <u>Scamp Gets a Bath</u></p> <p>“Watch me while I read the first page. Notice all I do while reading the pages of the book <u>Scamp Gets a Bath</u>.”</p> <p>While reading, point out that sound power helps while reading challenging blends (drip, Scamp) and digraphs (Beth and Seth) and word endings (flips, flops, runs) can be more easily read when reading the word part by part.</p> <p><i>Sc-amp run-s past Be-th and Se-th. He flip-s and fl-ops in the mud. Scamp runs past Beth and Seth. He flips and flops in the mud.</i></p> <p>Active Engagement Invite the class to read the next pages 3-6 carefully using their growing powers. Coach them to use sound power, vowel power, and</p>	Scamp Gets a Bath
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		<p>word part power with the words: plump and slim.</p> <p><i>Sc-amp is a mess! Yu-ck! Se-th has a pl-an. We can scr-ub Sc-amp in the ba-th! Yes!</i></p> <p>“Let us reread the pages to make our voices smooth and expressive.”</p> <p><i>Scamp is a mess! Yuck! Seth has a plan. We can scrub Scamp in the bath. Yes!</i></p> <p>Rug Time: Extended Practice Invite the students to reread pages 1-6. Invite partner 1 to read and then partner 2 to read. Then invite partners to read together. Then talk about the text using the pictures.</p> <p><i>Scamp runs past Beth and Seth. He flips and flops in the mud. Oh no! Drip, drip, drip. Scamp is a mess. Yuck! Seth has a plan. We can scrub Scamp in the bath! Yes!</i></p> <p>After reading, say, “Wow, Scamp ran right past Beth and Seth. What does Scamp do? Yes, he runs right in the mud. Now he is a big mess. Seth has a solution to give him a bath. Before reading we preview the text, during reading we read through all the words using our reading powers, after reading we think about what we read using the pictures.”</p> <p>Link “When you go off, remember to do all you can before, during, and after reading too.”</p> <p>Share Close the lesson with a quick review of before, during and after reading actions.</p> <p>“Super readers, let us remind ourselves what super readers do before reading, during reading, after reading. Before reading we take a sneak peek.</p>	
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		During reading we activate our powers After reading we use the pictures to remind us what it was about.	
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Session 18	Retell Books To Remember More	<p>Connection Tell a story about retelling a movie or TV show to a friend.</p> <p>“Readers, just the other day my best friend and I went to the movies. We loved it so much that on the way home we could not stop talking about the movie--the funny parts, surprising parts, and the big important parts too! It was like we did a retell of the movie!”</p> <p>Teaching Point: Today I want to teach you that after reading the words in a book there is more work to do. We must remember to think about what we just read. Retelling what we read is important too. We...</p> <ol style="list-style-type: none"> 1. Share the book. 2. Read the title and look at the cover. 3. Point to important pages. 4. Retell the book. <p>Teach Turn back to a familiar book and retell.</p> <p>“Readers, I mean, super readers, let’s continue reading a few pages of the book <u>Scamp Gets a Bath</u>. I have a great idea, when we are done we will retell what we have read.</p> <p>“Remember yesterday we started reading Scamp Gets a Bath. Beth and Seth are brother and sister. Their dog scamp runs out the door and gets a mess by running in the mud. Let us continue to read to find out what happens.”</p> <p><i>Beth dumps bubble bath into the tub. The suds fill the bathtub. They spill onto the bath mat.</i></p> <p>Debrief “Did you see how we are working to retell the book: This book is called... In the beginning... Thumbs up if you notice that. Now let us keep reading to</p>	<u>Scamp Gets a Bath</u>
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		<p>retell more.”</p> <p>Active Engagement Read the next page (10) Then go back and invite partners to retell what they have read.</p> <p>“Let us all retell the book together. This book is called Scamp Gets a Bath. In the beginning Scamp runs past Beth and Seth and runs into the mud. In the next part, Beth dumps bubble bath into the tub. The suds spill on the floor.”</p> <p>“Readers always remember to retell. We named the book and used the pictures to help us remember the story. Thumbs up if you noticed that.”</p> <p>Rug Time:Extended Practice Allow partners to give a retell of a book they read from their book bag. Remind students to name the book and state what happened in the beginning, middle, and end.</p> <p>“Now you and your reading partner will each give a retell of a book you have already read.”</p> <p>“Wow, I saw all of you name the book title, use the pictures to retell the beginning, middle, and end.”</p> <p>Link “Remember that super readers have to use their powers, before reading, during reading, and after reading. Let’s end today with a big hooray, We are Growing our Super Reading Powers! Hooray.”</p> <p>Share Partners get together to retell books.</p> <p>“Before we end the workshop today, retell your book to your partner. Use the pictures to help you remember. Retelling helps us remember what we read.”</p>	
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Session 19	Partners Talk About Books	<p>Connection Energize the class by cheering all the powers and lead them to another power--book talk power.</p> <p>“Readers let us begin today by chanting for all our powers: pointer power, sound power, reread power, word part power, vowel power, picture power!”</p> <p>“I noticed this classroom coming to life each day during the reading workshop. I look around to see all of you pointing and sounding out words, reading some words in a snap, and stopping to look closely at pictures. That is amazing.”</p> <p>“Here’s the thing, it is not just our word reading and picture gazing that help us to remember books, talking about books really matters, too!”</p> <p>Teaching Point Today I want to remind you that when we retell about our books we can talk about parts you really liked to help us remember even more. We . . .</p> <ol style="list-style-type: none"> 1. Name the book. 2. Retell the beginning, middle, and end 3. State parts you liked. <p>(Add Book Talk Power to Your Chart)</p> <p>Teach Revisit the book <u>Scamp Gets a Bath</u>.</p> <p>“Watch me give a book talk about the book Scamp Gets a Bath. The book I will talk about is <u>Scamp Gets a Bath</u>. In the beginning, Scamp runs out the door into the mud and now he is a mess. In the middle, Seth decides to give Scamp a bath. Beth dumps suds into the tub. Scamps likes getting a bath. In the end, Mom is not mad at them because the kids mop up the drips and make the bathroom spotless.</p> <p>“My favorite part is when the kids work hard to make the bathroom spotless. That shows they are very responsible.”</p>	<p>Book Talk Power</p> <p>Scamp Gets a Bath</p>
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		<p>Active Engagement Invite students to share a favorite part in the book Scamp Gets a Bath.</p> <p>“Now it is your turn to try it. First, state the title, retell the beginning, middle and end. State your favorite part. Thumbs up if you're ready. Okay partners turn and talk.”</p> <p>“I heard Owen tell his partner Phinn that his favorite part was when Scamp ran out the door and jumped in the mud. They think jumping in the mud seems like great fun.”</p> <p>Rug Time: Extended Practice Encourage students to give a book talk with a book from their book bag they have already read. Make sure it is a controlled text that fits each child’s skill level.</p> <p>“Now let us extend our practice by using your own books. Partners get ready to talk about your books. Partner one will go first and then partner two. Put your thumb on your heart when you have picked a book and you are ready to share. Turn and talk”</p> <p>Link “Today and everyday I want to remind you that a way to hold onto and remember the books we have read is to share the books we have read with others with a book talk. Off you go.”</p> <p>Share Encourage students to share their favorite and most helpful super power.</p> <p>“To end the workshop today, share with your partner the power you use the most. Tell them why it is the most helpful to you. My favorite super power is ... It is helpful because...”</p>	
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Session 20	Reading Takes Persistence! Celebrate all we know!	<p>Connection Students will receive a note from Rasheed the Phonics Mascot that describes persistence power. You will read this aloud to the class.</p> <p>“Readers, look, I noticed that Rasheed is holding a little note for us. Let’s read it to find out what she has to say!”</p> <p><i>Dear Readers,</i></p> <p><i>I noticed that each day you are working hard to read your books. I want to give you a little tip! When you are reading, we don’t just use one power - we use many powers, especially when things get tough. We are powerful! It is also called something else. It is being persistent, readers don’t give up when things get tough. Being persistent is really something special.</i></p> <p><i>First graders, I have to remind you of: Persistence Power! As we learn more and more about phonics the books we read become more challenging. But with persistence we can do it!”</i></p> <p><i>Your pal,</i> <i>Rasheed</i></p> <p>Teaching Point Today I want to teach you that in order to build good reading habits it is VERY important to remember to activate ALL super reading powers. Readers use persistence power all along the way, before, during and after.</p> <p>Before reading we use...</p> <ol style="list-style-type: none"> 1. Pointer power 2. Picture power 3. Sound power <p>While reading we use...</p> <ol style="list-style-type: none"> 1. Pointer power. 2. Sound power. 3. Word part power. 4. Snap word power. 5. Vowel power. 	<p>Grade 1 Before, During and After Reading</p> <p>Rasheed Letter</p> <p>Scamp Gets a Bath</p>
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		<p>After reading we use...</p> <ol style="list-style-type: none"> 1. Picture power. 2. Book talk power. 3. Partner Power. 4. Reread power. <p>Teach Remind students what we do before reading a book. Suggested book is <u>Scamp Gets a Bath</u>.</p> <p>"We have been reading the book, Scamp Gets a Bath. On the cover it shows me two responsible children giving their dog a bath."</p> <p>Debrief Did you see how I used my powers to read the title and think about what the book will be about before reading?</p> <p>Active Engagement Invite students to activate powers while reading. Read pages 15-20.</p> <p>"Ready to read with me the last few pages in the book. We need to point and slide through each word. Here we go!"</p> <p><i>The kids mop up the drips un-der the tub. It is spot-less. A spotless dog and a spotless bath-tub. Yip, yip! Can Mom be mad at that?</i></p> <p>After reading, say, "Let us reread through all the words, especially the longer two syllable words."</p> <p>Rug Time:Extended Practice Invite the class to reread the pages 1-8. Then retell what happened.</p> <p>"Let us go back to reread the pages and then stop to think after we have read the pages."</p> <p>Link</p>	
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		<p>“We put together all we know about strong reading with persistence power! We are really growing our kindergarten super reading powers to help us build first grade reading skills.”</p> <p>Share Celebrate student’s best reading powers by creating a sign to put in the hallway.</p> <p>“It is time to share with the whole school what growing super readers you all are. Turn and tell your partner what super reading powers you use before, during, and after reading. I will record your ideas on this chart to hang in the hall for the whole school to see!”</p> <p>Sample chart:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>We are super readers! We...</p> <ul style="list-style-type: none"> ● Take sneak peeks ● Activate sound power ● Reread pages over and over again ● Talk about books ● Retell using the pictures </div> <p>“First graders, it is like you have become word detectives!. That is something to celebrate!”</p>	
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