

**Reading Unit of Study Instructional Learning Plan  
Kindergarten Unit 1**

String	Day 1	Day 2
<p><b>String 1</b> <b>Readers have reading identities.</b></p> <p><u><b>Assessments</b></u></p> <p><b>Hear readers...</b></p> <ul style="list-style-type: none"> <li>• Talk about his/her reading interest</li> <li>• “My favorite book is...,” “I like books about...,” “Books are special because...”</li> <li>• “My favorite part of this book is...”</li> <li>• “My favorite part of this book is..”</li> <li>• Reading environmental print</li> <li>• Talk about books with partners</li> </ul> <p><b>See readers...</b></p> <ul style="list-style-type: none"> <li>• Choosing different books</li> <li>• Read in their reading spots</li> <li>• Talking to partners about books</li> </ul> <p>*Talk about books with partners</p> <p><b>Draw/write/discuss favorite reading memories</b></p> <ul style="list-style-type: none"> <li>• “I like reading with...”</li> <li>• “I like reading alone.” “I like reading with a partner.”</li> </ul>	<p><b>Readers choose places to read and people to read with.</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• Teacher will demonstrate saying: “In my living room I have a big rocking chair that I love to sit in, and I like it to be really quiet”</li> </ul> <p><b>Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• Have students turn and talk to a partner about a special place they like to read</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, today your special reading place is your seat. You can read with a partner or by yourself”</li> </ul> <p><b>Read: (3 minutes)</b></p> <ul style="list-style-type: none"> <li>• Teacher discretion</li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Teacher acknowledges a few students who read in their seats or with a partner</li> </ul>	<p><b>Readers share books they love with others.</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• Teacher will have students bring their favorite book to the meeting area</li> </ul> <p><b>Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• Have students turn and talk to a partner about their favorite book.</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, today when you read see if you can find a favorite book to read.</li> </ul> <p><b>Read: (3 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Readers share their favorite books</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• Devote special place in the classroom to keep favorite books– (send home letter asking for children to bring a favorite book to be left at school for a duration)</li> </ul>

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<p><b>String 1 - Continued</b></p> <p><b>Readers have reading identities.</b></p>	<p><b>Readers share their favorite part of a book.</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• Teacher will model how students will share one thing about their favorite book.</li> <li>• Teacher might model something like: “My favorite thing about this Tomie de Paola book is that he puts birds and hearts in his pictures”</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• Have students close their eyes and think about their favorite part of a book. (animals, people, funny, sad...)</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, today when you are reading your favorite book, remember the part you like best so you can share later with a partner”</li> </ul> <p><b>Read: (3 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Have students bring their favorite book to the meeting area and share their favorite part of their book with a partner</li> </ul>	<p><b>Readers have favorite memories of reading times.</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• Teacher will model a favorite reading memory- “I remember when I used to sit on my Daddy’s lap and he would read the comics to me”</li> </ul> <p><b>Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• Have students close their eyes and think about their favorite reading memory</li> <li>• Then, turn and tell a partner about it.</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, today when you’re reading pay attention to how you’re feeling because this year we will be building memories</li> </ul> <p><b>Read: (3 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Teacher will choose a few students to share their reading memory</li> </ul>	<p><b>Readers read every day.</b></p> <p><b>Mini Lesson:</b></p> <p>Teacher will show students environmental print pictures and model reading 2-3 to the class.</p> <p><b>Active Engagement:</b></p> <p>Teacher will hold up the rest of the pictures and have students share with a partner what they think it says.</p> <p><b>Link:</b></p> <p>“Readers, remember that we read every day. You will read books in the classroom or at home and signs in our school and community.”</p> <p><b>Read: (3 minutes)</b></p> <p><b>Share:</b></p> <p>Have students share <b>what</b> they read at home or in school.</p> <p><b>Note:</b></p> <p>Begin a collection of environmental print to display in your classroom. (Google images for McDonalds, Fire Dept., Target...)</p>

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<p><b>String 2</b> <b>Readers take care of books.</b></p> <p><u><b>Assessments:</b></u></p> <p>See readers:</p> <ul style="list-style-type: none"> <li>• Holding book by spine</li> <li>• Turning pages carefully</li> <li>• Gently place book, cover up, so it fits into basket</li> </ul>	<p><b>Readers pick up books by the spine.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model taking a book out of the basket and picking up a book by the spine.</li> <li>• Show the parts of the book-front cover, back cover and spine.</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• “As I take the books out of the basket, give me a thumbs up if I am doing it correctly or a thumbs down if I am not</li> <li>• Can you show me a “thumbs up”? How about a “thumbs down?” (practice before you begin)</li> <li>• Teacher will chose 3 books (correctly and incorrectly)</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, today make sure you pick up the books by the spine to help keep them in good shape”</li> </ul> <p><b>Read: (3 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Have a few students show the class how to correctly pick books up by the spine</li> </ul>	<p><b>Readers put books away carefully.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model taking a book out of the basket and putting it back carefully the right way by holding the spine, title cover facing front</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• “As I place the books back into the basket, give me a thumbs up if I am doing it correctly or a thumbs down if I am not. (Practice thumbs up/thumbs down again if needed)</li> <li>• Teacher will put 3 books away (correctly and incorrectly)</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, when you go to read at the tables, make sure you pick up the books by the spine to help keep them in good shape and place them in the baskets with the front facing up”</li> </ul> <p><b>Read: (3 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Call a few students to show the class how to correctly pick books up by the spine and put the books back in with the cover facing up/out</li> </ul>

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<p><b>String 2 – Continued</b></p> <p><b>Readers take care of books.</b></p>	<p><b>Readers turn pages carefully.</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>Teacher will model turning pages carefully</li> <li>Teacher might model something like: “When I pick up a book I carefully open up the cover and look at the title that’s also on the first page. Then I like to hold the page by the bottom corner and carefully turn it. I turn one page at a time and look at all the pictures and words”</li> </ul> <p><b>Active Engagement:</b></p> <ul style="list-style-type: none"> <li>“Have each child get a book or pass a book out to them.</li> <li>Have them practice turning the pages</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>“Readers, when you read make sure to turn the pages carefully at the bottom corner of the book.”</li> </ul> <p><b>Read: (3 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>Call a few students to show the class how to correctly turn the pages of a book</li> </ul>	<p><b>Readers place their books flat on the table.</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>Teacher will model for students how to place the book flat on the table and turn the page one at a time while reading</li> </ul> <p><b>Active Engagement:</b></p> <ul style="list-style-type: none"> <li>Have students give you a “thumbs up” or a “thumbs down” if you are reading the book correctly</li> <li>Model the right way and wrong way to hold books</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>“Readers, make sure your book is flat on the table when you read”</li> </ul> <p><b>Read: (3 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>Have students bring a book to the carpet and have them show how they turn pages carefully</li> </ul>	<p><b>Readers practice taking care of books.</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>Teacher will model choosing, reading and putting a book away carefully. (Review days 1-4)</li> </ul> <p><b>Active Engagement:</b></p> <ul style="list-style-type: none"> <li>Have a few students come up and demonstrate the skills learned on days 1-4 or have the class practice at their tables</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>“Readers, make sure you pick the book up by the spine, read it flat on the table, turn pages carefully, and put your book away with the cover facing up/out</li> </ul> <p><b>Read: (3 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>Teacher acknowledges a few students who demonstrated the skills learned</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>This might be a good day to introduce the “Book Hospital”. Let students know that this is a place where books can be placed when there are torn pages or the cover/spine is damaged</li> <li>Readers put damaged books in the book hospital</li> <li>Model finding a damaged book and placing it in the “book hospital” in the classroom</li> <li>Let students know that this is a place where books can be placed when there are torn pages or cover/spine is damaged</li> <li>This is also a good time to review about how to treat books in the classroom so they do not get damaged</li> </ul>
<p><b>Mid-Workshop Break</b></p>	<p>Teacher observes readers and makes a decision whether or not to re-teach reinforce or extend teaching point</p>		

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<p><b>String 3</b> <b>Readers follow routines and procedures during reading workshop.</b></p> <p><b>Assessments:</b> See readers ...</p> <ul style="list-style-type: none"> <li>• Moving carefully to reading spot</li> <li>• Sitting in reading spots</li> </ul> <p>Hear readers...</p> <ul style="list-style-type: none"> <li>• Not talking to others</li> <li>• Reading in a whisper voice</li> <li>• Kindly reminding partners to read quietly</li> </ul>	<p><b>Readers move carefully from the mini lesson to their reading spots.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model walking back to the table (from the mini-lesson at the carpet) and choosing books (from the basket on the table) to read during workshop</li> </ul> <p><b>Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• “Before we start reading today, it is important that we practice walking slowly to our tables”</li> </ul> <p><b>Have students practice:</b></p> <ul style="list-style-type: none"> <li>• Model with two or three students first, have everyone watch</li> <li>• Comment how they are walking slow, not bumping into each other, saying excuse me if they need someone to move, wait their turn if someone is in front of them</li> <li>• Release students one table at a time</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, when you leave the mini lesson to go to your seat, move slow and walk”</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Have a student practice leaving their seats the same way to come back to the meeting place</li> <li>• Release one table at a time (teacher can comment as they do this)</li> </ul>	<p><b>Readers sit in their reading spots the entire time.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model sitting at desks with chosen books and reading the entire time</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• “I want you to close your eyes and picture yourself at your table, reading a book the whole time.”</li> <li>• “Give me a “thumbs up” if you think you can keep your eyes on your book and read”</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, remember that we sit at our seats and read the entire time during workshop”</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Acknowledge a few students who read in their seats the entire time</li> </ul>

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String	Day 3	Day 4	Day 5
<p><b>String 3 – Continued</b></p> <p><b>Readers follow routines and procedures during reading workshop.</b></p>	<p><b>Readers use a whisper voice when reading.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model using a whisper voice when reading.</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• “I’ll talk to you and you give me “thumbs up” or “thumbs down” if I’m using a whisper voice”</li> <li>• Use a loud voice, medium voice, and a quiet voice</li> <li>• “I want us to practice using a whisper voice together, turn to a partner and talk to them in a whisper voice”</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, remember to use a whisper voice when you read”</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Have a few students demonstrate their whisper voice for the class</li> </ul>	<p><b>Readers give a kind reminder to classmates to read quietly.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model giving a kind reminder when a classmate is reading too loud or being disruptive</li> <li>• Teacher can use puppets to model loud/whisper voices and appropriate responses “Please use your whisper voice when reading.”; “Please stop talking, I am trying to read”</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• “I’ll show you the examples again and when I finish I want you to turn and tell a partner if you think the puppet was using a quiet, kind voice, or a loud, mean voice. Then we’ll talk about which one is better”</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, remember to use a quiet, kind voice when asking your friends to use a whisper voice”</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Comment on any children you saw using a kind, quiet voice to ask a friend to read quietly</li> </ul>	<p><b>Readers practice routines and procedures.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model moving carefully to reading spot, sitting and reading for the entire time, using a whisper voice, and kindly reminding other students to read quietly (review days 1-4)</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• Have a few students come up and demonstrate the skills learned on days 1-4 or have the class practice at their tables</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, remember to move carefully to your reading spot, sit and read the entire time, use a whisper voice, and kindly remind partners to read quietly</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Teacher acknowledges a few students who demonstrated the skills learned</li> </ul>

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<p><b>String 4</b> <b>Readers are engaged in reading</b></p> <p><u><b>Assessments:</b></u></p> <p>See readers...</p> <ul style="list-style-type: none"> <li>• Looking at a book in reading spot</li> <li>• Pointing at part of the book</li> <li>• Choosing a new book to read</li> <li>• Choosing the same book to read again</li> </ul> <p>Hear readers...</p> <ul style="list-style-type: none"> <li>• Say words from the text.</li> <li>• Say, “Look, at this” while pointing</li> <li>• Say, “This is funny”</li> </ul>	<p><b>Readers make predictions after looking at the cover.</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• Model looking at the picture on the cover and think aloud about what the book might be about based on this picture “When you guess what a book is about it is called a prediction”</li> </ul> <p><b>Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• Using a short, unfamiliar big book have students make predictions based on the cover/pictures</li> <li>• Have students turn and talk to a partner about their prediction.</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• Today before you read your book, be sure to look at the cover and make a prediction</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Have a few students show the cover of their book and tell the class their prediction.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• If you have not already done so, you will need to add a variety of unfamiliar “look books” to the Sulzby book baskets</li> </ul>	<p><b>Readers notice details in pictures.</b></p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• Teacher will model sustaining reading one book by noticing details in pictures</li> <li>• Think aloud about your noticing</li> </ul> <p><b>Active Engagement:</b></p> <ul style="list-style-type: none"> <li>• Using a short, unfamiliar big book have students notice details in pictures to help the students understand what is happening in the story</li> <li>• On the last page, have students turn and talk to a partner about the details they notice on the page</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• When you read your book, make sure you notice the details to help you understand what is happening in the story</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Have a few students show a page in their book and talk about the details they noticed</li> </ul>

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<p><b>String 4 – Continued</b></p> <p><b>Readers are engaged in reading</b></p>	<p><b>Readers retell stories.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>Teacher will model retelling a familiar story by using an old favorite</li> <li>Tell (not read) the story as you turn each page</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>Choose another familiar book (Sulzby book?)</li> <li>Teacher reads first 2 pages by just looking at the pictures, then call on students to help read the next couple of pages, emphasize details.</li> <li>Emphasize that children can read the pages differently depending on what details they see in the picture</li> <li>Call on 2 or 3 students to tell the story or to add details to their story on a single page</li> <li>On the last page, have them turn and talk to a partner on what they think the last page might be about</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>“Readers, remember to use the pictures on each page to help you tell the story in your own way”</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>Have 2 students read their book in front the class</li> </ul>	<p><b>Readers read familiar pattern books.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>Teacher will model reading the words in a familiar pattern book- such as <u>Caps for Sale</u> (stop after the first 3-4 pages)</li> </ul> <p><b>Active Engagement:</b></p> <ul style="list-style-type: none"> <li>Have students join in reading the rest of the book</li> </ul> <p><b>Link</b></p> <ul style="list-style-type: none"> <li>Readers when you read familiar books noticing the pattern will help you read</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Have a few students share a pattern (oral or illustrated) they found in their familiar book</li> </ul>	<p><b>Readers reread or choose new books to read.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>Teacher will model choosing 2 familiar books and deciding whether to reread the same book or choose a different book</li> <li>Explain that rereading is reading a book again</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>Teacher will display a few familiar books for students to see “I want you to look at these books and quietly in your mind think about which books you might want to re read</li> <li>Give students time to think “when I point to the book, give me a “thumbs up” if you would like to reread that book”</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>“Readers when you read today, you can choose to read the book again or choose a new one”</li> </ul> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>Have students raise their hands if they reread a book</li> </ul>



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Kindergarten Unit 1**

String	Day 1	Day 2	Day 3
<p><b>String 5</b> <b>Readers talk about books with others</b></p> <p><b>Hear readers...</b></p> <ul style="list-style-type: none"> <li>• Talk about how to take turns talking about the books</li> </ul> <p><b>See readers...</b></p> <ul style="list-style-type: none"> <li>• Sitting side-by-side with a book flat in the middle</li> <li>• Looking at their book(s) together</li> </ul>	<p><b>Readers sit beside their partners with the book in the middle.</b></p> <p><b>Mini Lesson</b> Teacher will model how to sit with a partner (side by side with the book in the middle)</p> <p><b>Active Engagement</b> Either at their reading spots or the meeting area, students will practice sitting side-by-side with a partner, holding a book flat on their lap in the middle</p> <p><b>Link</b> Today as we begin partner time be sure to sit side-by-side and hold your book flat in the middle</p> <p><b>Read: (5 minutes)</b></p> <p><b>Partner Read: (3 minutes)</b></p> <p><b>Share</b> Have students bring a book to the meeting area and practice sharing their book with it flat on their laps in the middle</p>	<p><b>Readers take turns making decisions about reading.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model how to take turns making decisions. “Yesterday I read first so today you can” or “Let’s read your book first and then we can read my book”</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• “I want you to think about who read first yesterday, if you can’t remember that’s ok. When you meet with your partner you can talk about it and decide.”</li> <li>• “I want you to repeat after me: Yesterday, I read first today you can read. Try this one: Let’s read your book first.”</li> <li>• “Think about how you are going to talk to your partner.”</li> <li>• Have them practice.</li> </ul> <p><b>Link:</b></p> <ul style="list-style-type: none"> <li>• “Readers, today after you read, you will meet with your partner and talk about who will read first, then you will sit side-by-side and share your book. Then the other person will read”</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Partner Read: (3 minutes)</b></p> <p><b>Share:</b></p> <ul style="list-style-type: none"> <li>• Have students read with a partner and share their book.</li> <li>• Choose a partnership to demonstrate for the class</li> </ul>	<p><b>Readers talk about their book with a partner.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model how partners come together to say something about their book, “This is the book I read today” or “I like this part of the book”</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• “Close your eyes and think of your favorite part of (<i>choose a Sulzby book</i>)” give them wait time</li> <li>• “Remember, one person goes at a time turn to your partner and decide who is going first, ask them, “Who went first yesterday?”</li> <li>• “The person who is going first, raise your hand. I want you to ask your partner, ‘What’s your favorite part of the book?’ When your done turn and face me quietly.”</li> <li>• “Now, it’s the next partners turn to ask, “What’s your favorite part of the book” give them time to talk</li> </ul> <p><b>Link</b></p> <ul style="list-style-type: none"> <li>• “Readers, today after you read, you will meet with your partner and share your book with them, when you are finished, you will ask your partner about their favorite part of the book”</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Partner Read: (3 minutes)</b></p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• Have two students demonstrate or tell how two students asked their favorite part</li> </ul>

**Reading Unit of Study Instructional Learning Plan  
Kindergarten Unit 1**

Strings	Day 4	Day 5
<p><b>String 5 - Continued</b></p> <p><b>Readers talk about books with others</b></p>	<p><b>Readers share an important part of the book.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model how readers share an important part in the book by pointing at it and saying why it is important “Look at this picture, it is important because...”</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• “Let’s practice together. Turn and sit next to your reading partner.</li> <li>• “Close your eyes and think of an important part of (<i>choose a Sulzby book</i>) and why it is important” give them wait time</li> <li>• “Remember, one person goes at a time, turn to your partner and decide who is going first, ask them, “Who went first yesterday?”</li> <li>• “The person who is going first, raise your hand. I want you to ask your partner ‘What is your favorite part of the book and why?’ When your done turn and face me quietly”</li> <li>• “Now, it’s the next partners turn to ask, “What’s your favorite part of the book and why”</li> <li>• Give them time to talk</li> </ul> <p><b>Link</b></p> <ul style="list-style-type: none"> <li>• “Readers, today after you read, you will meet with your partner and share your book. When you are finished, you will ask your partner about the important part of the book and why”</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Partner Read: (3 minutes)</b></p> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• Teacher will highlight a few partnerships by telling the class what they did well</li> </ul>	<p><b>Readers share an important part of the book by showing and pointing to the page.</b></p> <p><b>Mini Lesson</b></p> <ul style="list-style-type: none"> <li>• Teacher will model how readers share a favorite/important part of the book by turning back to the page. Point and tell something about that part. “This part is a favorite/ important part of the book because...”</li> </ul> <p><b>Active Engagement</b></p> <ul style="list-style-type: none"> <li>• “Let’s think about those steps on our fingers. 1. Think of an important part 2. Turn to the page 3. Point to and tell why it is a favorite or important. (have kids touch fingers as they count out the steps with you)</li> <li>• “We could talk to our partners about other ideas in our books...let’s think of some...”</li> <li>• Give them time to think, call on students raising their hands and make a list. Examples: <ul style="list-style-type: none"> <li>○ Favorite/Important part</li> <li>○ What they liked</li> <li>○ Favorite/Important picture</li> <li>○ Favorite/Important character/setting</li> <li>○ “Now I want you to close your eyes and think of a new way you can talk to your partner about your book. Read the list you created with the class.”</li> </ul> </li> </ul> <p><b>Link</b></p> <ul style="list-style-type: none"> <li>• “Readers, today after you read, you will meet with your partner and share your book with them. When you are finished, talk to your partner about the book you read and tell them your favorite part, what you liked, your favorite picture, or a favorite character/setting</li> </ul> <p><b>Read: (5 minutes)</b></p> <p><b>Partner Read: (3 minutes)</b></p> <p><b>Share</b></p> <p>Have students show you with a thumbs up if they shared the following with their partner:</p> <ul style="list-style-type: none"> <li>• Important part</li> <li>• What they liked</li> <li>• Important picture</li> <li>• Important character/setting</li> </ul>

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String	Days
<p><b>String 6</b> <b>Readers are responsible.</b></p> <p><b><u>Assessments:</u></b></p> <p>See readers...</p> <ul style="list-style-type: none"><li>• Choosing books to keep them reading</li><li>• Handling book taking and putting away appropriately</li></ul> <p>Hear readers...</p> <ul style="list-style-type: none"><li>• Say, “I am going to read these books”</li><li>• Say, “I want to read this today”</li></ul>	<p><b>Continue to practice Day 1 and Day 3.</b></p>